



COMMUNITY SCHOOL  
*of Naples*

# Lower School Curriculum Guide & Handbook *2024-25*





### VISION STATEMENT

To be a world-class independent school, meeting our mission in memorable ways for the benefit of every student, every day.

### MISSION STATEMENT

Committed to academic excellence, Community School of Naples inspires and empowers students to realize their own potential as engaged learners and responsible global citizens.

### CORE VALUES

Citizenship, Leadership, Scholarship, Stewardship

### LOWER SCHOOL EDUCATIONAL STATEMENT

The Lower School program is an academically rigorous, yet developmentally appropriate program, rich in content and committed to the learning process. Keeping in mind the important benchmarks of childhood development, the learning environment combines enrichment and support to meet the individual and ever-changing needs of students. We have high expectations for our children, and helping each student reach his or her potential is embedded in our definition of academic excellence. The Lower School program is committed to the development of the whole child; consequently, special area classes broaden the learning opportunities for all Lower School students. These classes include physical education, art, technology, library, music and World Language. We focus on building a collaborative community. We want our learners to feel safe, secure, and respected. We strive to instill a love of learning rather than a fear of failure. Students are encouraged to ask questions, formulate solutions and experiment with new ideas and critically think. Through these experiences, children learn how to interact positively with each other as well as with adults. They learn how to formulate goals for themselves and then evaluate their progress on those goals. The Lower School believes that the careful merging of structure, responsibility, and freedom will stimulate a love of learning for our young students.

### COMMUNITY SCHOOL OF NAPLES NON-DISCRIMINATION POLICY

Community School of Naples admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, gender, national or ethnic origin in administration of its admissions policies, financial aid programs, athletic and other school administered programs.

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# Forward

Dear CSN Students and Parents,

Welcome to Community School of Naples. The teachers and staff are committed to providing the best educational opportunities for our students. This endeavor requires the willing cooperation of all school constituencies– parents, students and teachers. To carry out its mission, the School has established rules, guidelines and expectations for our families and students.

The purpose of this curriculum guide and handbook is to communicate to both students and parents important information about school services, policies and rules. Please become familiar with the contents of this handbook. As always, please feel free to contact us with further questions at (239) 597-7575, ext. 264.

Everyone in the Lower School looks forward to partnering with our CSN families. Together, we are blessed with the joyous task of helping our students grow and watching them reach their most enterprising goals during these formative years. We pledge our best efforts to help them do so.

Lower School Faculty and Staff

## Where To Go For Help

Description	LS Contact	Extension
Absences or Tardiness	Alison Haidle	# 129
Admissions	Franchesca Whiting	# 133
School Nurse	Tina Detamore	# 220
Assistant Head of Lower School	Diane Golden	# 160
Head of Lower School	Jacqueline McCormick	# 264





### **School Hours**

Early Learning - Grade 2	7:45 - 8:15 AM - 3:15 PM
Grades 3 - 5	8:00 AM - 3:20 PM

### **Arrival, Attendance, Tardiness, Absences, Dismissal**

Students should arrive at school no earlier than 7:45 a.m. Teachers are not available for supervision earlier than 7:45 a.m. Students must report to their classroom promptly each school day and families are expected to drop off their children at school on time. Grades 4–5 begin promptly at 8:00 a.m. and Grades PreK3–3rd grade begin promptly at 8:15 a.m. When a child is late to class, they already feel behind. Please help them by being punctual. If your child is late, please sign them in at the Lower School office.

Any time a child is absent, the family is responsible for notifying the school. Please call extension 129 if your child is absent. If Mrs. Haidle is not at her desk, please leave a message.

In order for children to learn, they need to be in class. Please schedule family trips or vacation during the numerous school holidays. Of course, the school realizes that true emergencies, that require extended absence, do occur. If such a situation happens in your family, please contact the Division Head. It is very hard for a student to miss even one lesson and feel in step with the class when they return. Frequent or extended absences may require catch up work at home or with a tutor.

The School considers ten or more absences during a semester to be excessive, and such will trigger an automatic conference with the Division Head or Head of School.

When students return after an absence, they are expected to meet with their teachers to arrange for the make up work. The policy is that students have the number of days missed plus one day to make up anything missed. Most of our students are great about the given timeline. Any exceptions should be discussed with the division head.

Keeping the students safe is our top priority. If a parent or guardian must be away from home and the child is in the care of someone else, such as a grandparent, the parent is required to provide emergency contact information with the division head. Please include how long the parent will be away, and the name and contact number of the parties responsible for the student's care. Also, we will alert security about who will drop off and pick up.

If possible, please schedule routine medical and dental appointments when your child is not in class. If you know your student will be missing class, please send a note to their classroom teacher and remember to sign them out in the Lower School office.

### **End of Day Dismissal**

Students are expected to be picked up at the appropriate time and location. Early Learning- Grade 2 students are dismissed at 3:15 p.m. Grade 3 - Grade 5 students are dismissed at 3:20 p.m.

- If you are a parent of students in Grades 3-5, please do not pull into the Livingston Road carline until after 3:15 p.m. The teachers are dismissing second and third grade students from 3:15 p.m. until 3:20 p.m.
- If you are a parent of an Early Learning - Grade 3 student (with NO older siblings) your child should be picked up by 3:25pm. If your child is not picked up by 3:25 p.m., they will be brought to after care. Fees may apply.
- Early Learning - Grade 3 students with older siblings can be brought to Livingston Road to meet their older siblings.
- In order to avoid congestion, 4th and 5th grade students may walk to Pine Ridge for the 3:20 p.m. pick up.
- All Lower School students will be brought to after care if not picked up by 3:35 p.m. Fees will apply.

- Please use your carline tag; it will help us identify your car from afar, and move your child(ren) in the right direction. If you need a carline tag, please contact Mrs. Haidle (ext. 129).
- Please do NOT leave your vehicle unattended in the carline for any reason.
- Please park in the parking lot if you are getting out of your vehicle for any reason.
- If you do park and are waiting for your 4th or 5th grade student, please do not go upstairs—we will bring the children down to meet their caregivers.
- Please do not tell your children to meet you in the Campus Store— or anywhere else unsupervised.
- Please be aware, we will delay dismissal during lightning storms.

### **After School Care**

#### **Pre-K3 and Pre-K4**

Childcare for Pre K 3 and PreK4 children is provided by Community School of Naples employees. Children will be brought to a designated area after school. Snack and a variety of supervised activities will be provided until 5:00 p.m.

#### **K-5**

Various after school clubs are offered for students in Kindergarten through 5th grade each semester. Check the CSN website for the most current information.



### **Birthdays**

**Only teachers are permitted to submit work orders.**

**If a work order request is to be honored, it must be submitted by the classroom teacher.**

Each homeroom teacher plans and celebrates individual student birthdays. The birthday will be celebrated within the classroom. If the birthday falls on a weekend or holiday, the teacher will celebrate the birthday on a day that is right before or right after the weekend or holiday. We ask that parents do not send in any treats, goody bags, or presents on student birthdays.

### **Birthday Invitations and Parties**

The school does not allow planning for off campus parties to be conducted at school. Please do not plan a birthday party at school, bring presents to school, or distribute invitations at school.

### **Grade Level Parties**

To maximize student learning time, parties should be planned for the last period of the day.

- If the party falls on a half-day, then the party should be planned for the last period held.
- When planning decorations with the teacher, please decorate using seasonal items instead of decorating for a specific holiday.
- Parties should last no more than one hour.
- If you would like to use the playground or gym, please coordinate with the Lower School office to prevent conflicts of space.
- Children love games and there are so many that can enhance the party atmosphere but remember all games should have an attendant to monitor.
- And remember, students should not exchange gifts at school

## Classroom Placement

The administration, in cooperation with the lower school teachers, make class lists. Just like selective colleges accept a well-balanced new class every year, with an eye to individual needs and what each students brings to the community as a whole, the CSN Lower School tries to do the same. The result is a well balanced, high functioning classroom.

## Character Education

Character education is not something to be taught, but rather modeled every day by students and the adults around them. Children should feel safe, cared for, and happy in school. To this end, we focus on the core values of citizenship, stewardship, leadership, and scholarship. In an age appropriate way, teachers discuss, question, model, and encourage students to live our core values.





## **Safe Use of Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

The CSN BYOD program is for academic use only. For the safety of all, students should not use their device during the school day to text or communicate with others. The school knows that parents would want to be aware if their child is using technology inappropriately, therefore, if a student should violate this rule, their electronic device will be taken and sent to the office for the parent to retrieve after school.

Phoning home – Again, with safety in mind, if a student wishes to communicate with a parent or caregiver during the school day, they are invited to use one of the many telephones at school.

Wearable technology, such as a Apple watch is not permitted during the school day. If a student brings one to school, they must leave it in a cubby or locker until the end of the school day.



## Acceptable Use Policy

To affect the safe, efficient pursuit of that vision, it is also imperative that CSN students exhibit productive attitudes and behaviors regarding the use of ICT. This Acceptable Use Policy (AUP) outlines many of the attitudes and behaviors our students must adopt and their parents must support.

Students and their parents are expected to carefully read and thoroughly discuss each of the following requirements, and affirm their willingness to abide by them.

The school reserves the right to inspect any personal device if there is reasonable suspicion. The inspection will include review of computers for inappropriate material, to remove them if found, and to notify my parents. Below is our Acceptable Use Policy.

- Whenever my teachers ask, I will always let them look through all files, folders, messages, applications, and media on my computer. I will give my teachers all passwords needed to look through everything stored in my computer.
- I will always be extremely kind and polite whenever I use a computer or other kinds of ICT to communicate.
- I will only use computers and other kinds of technology devices when my teachers give me permission. I will stop using computers and other kinds of technology immediately when my teachers tell me to stop.
- When at school, I will only use computers and other kinds of technology devices for work assigned by my teachers.
- I will only share my passwords with my teachers and parents.
- I will only login to my own accounts.
- I will not share information about myself or other children. This includes names, addresses, or any other personal information.
- I will not take pictures or videos of anyone at school.
- I will only put software, books, music, movies, and other media on my computer with my teachers' and/or parents' permission.
- I understand that computers and other kinds of technology devices are fragile and cost a lot of money, so I will always carry them carefully and treat them gently. If I break a computer or other kind of technology devices, I will pay the costs to repair or replace it right away.
- I understand that computers and other kinds of technology devices need to be charged, so I will always charge the batteries each night, and I will bring a charger to school every day in case the battery gets low.
- If I see, read, or hear anything inappropriate on my computer or other kinds of technology devices, I will immediately turn off the screen and quietly show it to my teacher.
- When a teacher assigns work to be done all by myself, I will do my own work and I will write my thoughts in my own words.
- I understand that these rules are for the safety of my classmates and me, and they help protect the rights of my classmates and me so if I break any of these rules, or if I do anything bad that is not listed in the rules, I will accept the consequences willingly.
- I will not use my device during the school day to text or communicate with others off campus. If I wish to communicate with my parent or caregiver during the school day, I will ask to use a school provided phone.



### **Notice Regarding Apps/Services for which CSN Creates Student Accounts**

Community School of Naples teachers strive to make technology an impactful, transformative, integral component of your children's educational experience. To that end, they employ a diverse array of apps/services. High-quality educational apps/services help teachers collect data about students' activity and performance, which means CSN must create individual accounts for each app/service for each student. In order to create students' accounts, the information CSN must provide each of these apps/services is generally limited to students' names and their graduation years.

In the Lower School, apps/services requiring individual accounts for students, which may include Nearpod, Code. org, Discovery TechBook, EduTyping, Gamestar Mechanic, OneMoreStory, PearsonSuccessNet, StoryBoard at, WordMastersChallenge, NetSmartz, Common Sense Media, and XtraMath.

**Digital Citizenship:** Below are guidelines that all students should respect on or off campus when using technology.

- Never give out personal information over the internet for any reason.
- Never meet with anyone who contacts you over the internet for any reason.
- Do not post or publish any comment or material that could be interpreted as derogatory, defamatory or negative in nature towards any individual, the school or your community.
- Do not forward emails without the original author's permission.
- Do not send junk/mass e-mail (spam) or forward chain letters.
- Conserve resources, including paper, printer ink/toner, and power.
- CSN reserves the right to limit use of resources if necessary.
- In addition to the "Technology Usage Agreement" all electronic devices (including cell phones) must be secured in the student's locker and should be used **only at the direction of the teacher.**



## Counseling

Our school provides individual guidance and support-group opportunities for important issues such as conflict resolution, eating habits, mediation skills, communication and listening skills, and time management strategies.

## Communication and Parent/Teacher Conferences

Only when students feel that there is understanding, appreciation, and active cooperation between home and school can they do their best. If you have specific questions about your child or his or her program, the most informed source will be your child's teacher. They will have specific details and thus should be a parent's first point of contact. To reach a faculty member, or to set up an appointment for a conference with a teacher, please call the school and leave a voicemail for the teacher or e-mail the teacher with your request. Faculty and staff e-mail addresses are the first initial, last name at [communityschoolnaples.org](mailto:communityschoolnaples.org).

Conferencing days have been scheduled following the first quarter of the school year with the hope that both parents and teachers will gain a better insight into students' needs, interests, potential and growth, as well as any particular difficulties they may be experiencing. In addition, teachers and administrators at CSN will initiate a conference with a student's parents as soon as the need appears. In return, the school asks parents to request a conference when they are aware of changes at home that may have bearing on the child's progress at school or when they have questions about what is happening at school. These should be arranged at a mutually convenient time, which can be established through a phone call, e-mail, or note.

**Impromptu and unscheduled conferences at the start or end of the school day should be avoided, as they can interfere with teachers fulfilling their responsibilities to other students and lead to incomplete communication. Please email teachers with questions or concerns. Teachers will respond within 1 day.**



## **Discipline**

The Lower School believes that children learn best when they employ both academic and social-emotional skills. A few classroom practices that help teachers create a safe and joyful environment may include:

*Morning Meeting:* gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

*Rule Creation:* helping students create classroom rules that allow all class members to meet their learning goals

*Interactive Modeling:* teaching children to notice and internalize expected behaviors through modeling

*Positive Teacher Language:* using words and tone to promote children's active learning and self-discipline

*Logical Consequences:* responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.

*Classroom Organization:* setting up the physical room in ways that encourage independence, cooperation, and productivity

*Working With Families:* inviting families' insights and helping them understand the school's teaching approaches

*Collaborative Problem-Solving:* using conference, role-playing, and other strategies to resolve problems with students.

## **Minor Incident**

- Classroom disruption
- Inappropriate language
- Littering
- Disrespect and unkindness to others
- Minor insubordination to someone in authority
- Gum chewing
- Violation of the Technology Usage Agreement (minor)

## **Corrective Measures**

- Typically handled within the classroom
- Parent contact (by teacher)
- Verbal correction
- Take a minute
- Written or oral assignment
- Community Service

## **Serious Incident**

- Classroom disruption
- Disorderly conduct
- Disrespect or meanness to others
- Cheating
- Destruction of property
- Open defiance to someone in authority
- Violation of the Technology Usage Agreement or Technology Code (major)
- Lying
- Abuse of Cell Phone or Music Device Policy

## **Corrective Measures**

- Parental contact (by teacher or Division Head)
- Withdrawal of privileges
- In-school suspension
- Restitution of property
- Temporary removal from school-related activities or programs
- Required counseling (in or out of school)

### **Major Incident**

- Fighting
- Destruction of property/vandalism
- Gross insubordination and disrespect for those in authority
- Bullying
- Stealing
- Profane or obscene language or materials
- Threats/intimidation
- False fire alarm
- Harassment
- Weapons at school
- Other very serious misconduct

### **Possible Corrective Measures**

- Parental contact (immediate, followed by written notification)
- In-school suspension
- Restitution of property
- Out-of-school suspension
- Expulsion
- Required counseling



## Dress Code

The CSN dress code encourages students to dress simply and appropriately in an effort to maintain a focus on learning. To ensure that students' appearance is suitable for a school setting, compliance with the school dress code is required. As students transition from one division to the next, the dress code may change to allow for greater student input and responsibility in selecting their attire. Please make note of the dress code requirements for your individual child's grade.

**Slacks, Shorts, Skirts, Jumpers:** Lower School students should wear solid navy or khaki colored shorts, trousers, skirts, jumpers, or slacks. Skirts, shorts, and jumpers for this age may be no shorter than mid-thigh. No lace, tulle, or sequins. In all divisions, pants, shorts, skirts, and jumpers must be neat, clean, worn at the waist (preferably with a belt) and in good repair (no holes or fraying). Blue denim may only be worn on special occasions. Long, baggy shorts, boxer shorts, sweatpants, warm-up pants, leggings, Lycra bike shorts, tube skirts, and athletic shorts are not permitted. Shorts must be worn under skirts.

**Shirts/Dresses:** Lower School students should wear solid colored polo style shirts or dresses (with collars and sleeves). Polo shirts with CSN's embroidered logo are preferred. While other pocket logos are acceptable, they may be no larger than the size of a quarter. Shirts must be of adequate length to cover the midriff. Shirts must have buttons and buttonholes, not laces, zippers, hooks and eyes, snaps or any other fastener. There should be no contrasting trim. Tank tops and non-collared shirts should not be worn over collared shirts or as a substitute for a collared shirt under a sweater or sweatshirts. Shorts must be worn under all dresses and skirts.

**Wearable Technology:** Apple watch usage is not permitted during the school day. Students will be asked to keep the device in their locker or cubby if worn to school.

**Makeup and Nails:** Long nails are not permitted as they are not functional for school tasks such as writing, typing, and iPad usage. Makeup is not allowed.

**Shoes:** Lower School students are required to wear sneakers, tennis shoes or other rubber soled shoes due to physical education classes, recess, and outside athletic activities. Sandals, flip-flops, and dock shoes are not permitted.

**Sweaters, Sweatshirts, Jackets:** Students may wear CSN sweatshirts sold in the CSN Campus Store or solid colored sweaters, sweatshirts, and jackets. Sweaters, sweatshirts, and jackets may not have any large logos, designs or writing on them (i.e. college, designer or professional sports logos). Please label your child's name inside all clothing.

If the high for the day will be 70 degrees or below students may wear jeans/corduroy non dress code bottoms. Sweatpants and leggings are still not permitted but girls may wear leggings under a skirt or dress.

**Spirit Days and Field Trip Dress Code:** Lower School students are required to wear a white collared shirt (CSN logo preferred not required) and navy bottoms on Spirit Days and field trips.

**Dress Code Adherence:** The school requests the cooperation of all concerned to ensure that the dress code is observed. In addition to the previously stated guidelines, unusual hairstyles and colors, earrings on males, visible body piercing, inappropriate jewelry, inappropriate nail length or nail color, inappropriate makeup, hats and bandanas, and inappropriate messages on clothing are prohibited. The interpretation and appropriateness of the dress code will be subject to the discretion of the Division Head. Students not dressed in the appropriate dress code may be asked to call home for appropriate clothing or will be provided appropriate clothing from the office and may be billed for this through the Campus Store.

**Fun Friday Dress:** Lower School students may wear Fun Friday dress on non-spirit day Fridays. Fun Friday dress is CSN or Seahawk Logo athletic style shirts that are sold in the CSN school store with dress code bottoms.

## Health And Medical Procedures As Directed By School Nurse

Community School of Naples has a licensed registered nurse on campus from 8:00 a.m. to 3:45 p.m. every day. The nurse will administer prescription and over-the-counter medications from her office if the appropriate forms are signed by a physician. However, the school will not dispense medicines (including over-the-counter medications) to any student unless the student's parents bring the medication to the school nurse with written permission and directions for administering the medicine. No student should carry medicines of any kind while at school. Health forms must be on file by the first day of school in addition to up-to-date immunizations and health physicals.

*If your child wakes up sick on a school day:* Please call the school prior to 8:30 a.m. and let the office know of your child's absence. Please do not send your child to school with a cold or the flu. Please be aware that your child should be kept home with a temperature of 100 or higher or within 24 hours of vomiting.

*If your child has a contagious illness:* Please call the school and notify the nurse immediately if your child has been diagnosed with conjunctivitis (pink eye), strep throat, head lice, chicken pox, Fifth's Disease, the flu, or any other type of infectious illness. Please have your child's health care provider sign a note approving the student's return to school.

*If your child should become ill during the school day:* Parents will be called. If parents cannot be reached, CSN has limited beds for students who become ill during the school day. If a student is unable to attend class due to an injury or illness, a parent or designated responsible guardian should be available to pick the child up within two hours from the time the nurse notifies the parent/guardian. Children may rest at the Nurse's Office until they are picked up. Further treatment by a private physician or Emergency Room is at the discretion of the parent/guardian. Students may not contact their parents to go home without first reporting to the school nurse.

*Medication:* No medication, (prescription or over-the-counter, with the exception of Tylenol, Motrin, and Zyrtec) may be given by school personnel without the signed permission of a parent or guardian and a Florida licensed physician. All medications must be brought to the Nurse's Office by the parent or guardian in the original current container or prescription bottle. By Florida school regulations, CSN must dispose of any medications that are received in anything other than the original, current container or prescription bottle. Pharmacists are usually more than willing to divide a prescription between two bottles. No medication of any type may be sent to school by backpack. However, if a student must carry an Epipen for severe allergies or an inhaler for asthma with him/her at all times, a letter from a doctor is required. Students with diabetes utilizing the insulin pump should communicate their individual circumstances with the nurse.

*If your child sustains an injury outside of school:* Please contact the school nurse regarding injuries that require medical treatment during the day. Medical treatment required once the child returns to school may include ice and elevation, medication, bandage change, use of crutches or wheelchair.

*Peanut Aware Campus:* CSN is a PEANUT AWARE Campus.

*Physical Education Policy:* Students with injuries or other legitimate reasons not to participate in physical education must submit written excuses to the office specifying the reason for, and the duration of, the absence. In cases of extended absence, a doctor's note may be required.

**Remember: Only the school nurse may administer medication.**

### **Emergency Weather Closing**

Please check the weather forecast during the rainy and hurricane seasons and prepare your child with a waterproof jacket with a hood. Metal rod umbrellas can be dangerous conductors of lightning and should not be brought to school. Should we experience severe thunderstorms during pick-up time, children will be held in their classrooms until the all clear has been given. "Pick-up Delayed" signs will be posted and bus drivers will be notified to delay their departure. If you would like to pick up your child directly from the classroom during delayed pickup, you may do so at your own risk. Your child's safety is our number one concern. In the event of bad weather, flooding, hurricanes and the like, Community School of Naples follows the Collier County Emergency plans for school cancellations. Parents should check the school website at [www.communityschoolnaples.org](http://www.communityschoolnaples.org), listen to the local radio and television stations, and check the internet for announcements.

### **Field Trips**

Field trips are an important extension of the classroom experience, and classroom teachers plan for them according to units of study. Parents are notified in advance of scheduled field trips and are made aware of any specific instructions regarding the trip. If you are invited to chaperone a field trip, we ask that you make child care arrangements for any non-school aged children or siblings as they will not be able to attend the field trip with you, this includes 4th and 5th grade overnight field trips. Necessary permission slips as well as consent and release forms must be submitted to divisional offices prior to a student participating in a field trip. Some field trips may come at an additional expense to the family. Transportation for field trips is provided and/or organized by the school. While participating in a field trip, students are representatives of the school community and are expected to conform to the rules and regulations of the school. Please be aware that families with tuition balances significantly in arrears will not be permitted to participate in long-distance/overnight school trips until their balance is current.

### **Home-School Partnership and the Substance Abuse Prevention Policy**

Consistent with the core values as well as CSN's value of community and concern for others, we believe that there are instances in which social gatherings beyond the school call for our attention and response. Parents should be present at all school-related parties at which CSN students will be present. Parents are legally responsible for the health and safety of children they entertain and should feel neither guilty nor embarrassed about establishing their own house rules and insisting that they are respected. Parents and guests should not hesitate to call the hosts if they are unsure about the presence of chaperones at a party, and hosts should respect such a call as a legitimate expression of concern and support for children. Students, for their part, should understand that they are guests and behave accordingly. The goal of the substance abuse prevention and intervention program at CSN is to promote healthy decision-making in the school community. This is accomplished through a partnership of faculty, students, and parents working together to develop and implement programs designed to keep healthy kids healthy.

At the core of the substance abuse prevention and intervention program are the following beliefs:

- We believe it is the role of the school to develop a comprehensive and age-appropriate curriculum with the goal of educating our children about the dangers of risky behavior and the importance of healthy decision-making.
- We believe that parents play the most important role in the development of their children's health, social and emotional growth, and well-being.
- We believe that a partnership between school and parents is important for student success.



## **Homework, Grades, Academic Progress Reports and Testing**

In light of Community School of Naples' mission statement and research conducted by the foremost educational institutions today, we believe it is our responsibility as educators to enable students to think independently, deeply, and critically in every discipline. Children need ample opportunities to extend classroom work at home and in real-life scenarios they need to:

- Read thoughtfully
- Write meaningfully
- Solve math problems using a variety of strategies
- Think through concepts within content areas critically and with engagement.

### **The Lower School has established a balanced approach to homework:**

- Specific types of homework may benefit some students under certain conditions. For example, independent reading has a high correlation to academic success.
- Homework should be meaningful and connected to, and aligned with, what and how we teach in school. For example, we may send home questions and conversational points for you to discuss with your children regarding what we've been teaching and learning, to help extend the dialogue—and thereby the learning opportunities.
- Research suggests that homework has non-academic benefits, such as helping children establish routines, develop study skills, and take more responsibility, as well as increasing the home/ school connection. For example, knowing to expect certain homework on certain days helps students to plan and allot time accordingly, especially with the assistance of teachers and parents.
- Students in grades kindergarten through fifth grade can expect between 10 minutes to a half hour of developmentally appropriate, thought-provoking homework each night (not including reading).

### **Progress Reports**

These reports are designed to share student growth and development. As professionals, we believe clear, common standards and criteria used in a consistent way by each teacher will create valid grades. The design of our report card communicates how your child is performing in a meaningful format; we provide credible, verifiable, and honest information to parents. Students in grade PK3 receive grades based on benchmark expectations, students in PK4 - 2nd receive grades based on a numerical proficiency scale and students in grades 3rd - 5th receive letter grades. Please see below for a description of "grading" for each quarter:

- **1st quarter**
  - PK3 - 5th grade: parent/teacher conferences
  - 3rd - 5th grade - progress report with letter grades will be provided
- **2nd quarter**
  - PK3 - 5th grade - narrative progress reports with grades will be provided
- **3rd quarter**
  - PK3 - 2nd grade - please contact your teacher if you would like a conference
  - 3rd - 5th grade - progress report with letter grades will be provided, you will be notified if a conference is required
- **4th quarter**
  - PK3 - 5th grade - narrative progress reports with grades will be provided

Standardized achievement tests are administered every year beginning in Grade 2. These tests are given in the spring and are used to track each student's progress and evaluate school curriculum and program. It is the goal of the Lower School to mail the test results home with Q4 grade report.

### **Innovation**

The Lower School Educators understand the importance of creating innovative and creative thinkers equipped with skills and mindsets to lead them into the 21st century. Innovation class occurs weekly in each grade level and provides rich, student-centered, project-based learning opportunities. Technology such as 3D printers and laser cutters are used as tools for student understanding and are regularly embedded into the curriculum.

Our students will develop the ability to think critically and analytically, become excellent communicators, and collaborate effectively with others. The Lower School innovation block is designed as an integrated instructional period for cross disciplinary study and implementation meant to guide students in the process of discovery from questioning, brainstorming, developing, and building, to testing a project or idea. Our students learn not only content, but they also learn to take risks, persevere on difficult tasks, work together productively, and hold themselves accountable to the principles of scientific inquiry, creativity, and creation.

### **Rights of the School**

Community School of Naples believes that a positive and constructive working relationship between CSN and a student's parents is essential to the accomplishments of the educational mission of the school. Accordingly, CSN reserves the right to terminate CSN's obligations under the enrollment contract or not renew a student's enrollment in future years, if CSN reasonably concludes that the actions of student or parent make a positive and constructive relationship impossible or otherwise seriously interferes with the accomplishments of the educational purposes of CSN.

### **Pets On Campus**

No pets are allowed on campus.

### **Physical Education And Athletics**

Community School of Naples offers a comprehensive physical education program in grades PreK3-5. All students attend physical education class between two and three times per week depending on the grade level. The physical education program emphasizes physical fitness, skill development, knowledge, and character development. Students may participate in a formal sports program beginning in sixth grade.

### **Re-Enrollment Agreements**

Re-enrollment agreements are issued during the month of February (available on the CSN website) after the Board of Trustees has established the tuition for the next school year. Re-enrollment agreements may be withheld at the discretion of the administration.



### **School Pictures And Yearbook**

School pictures are taken in the fall and families are billed by the photographer upon ordering the pictures. Each student will be automatically billed for an appropriate yearbook. Please contact the business office if you do not wish to receive a yearbook.

### **Snacks And Lunches**

Community School of Naples uses Sage Dining Services. Full service will commence with breakfast from 7:00 AM to 8:00 AM daily. Lunch will be served at your student's regularly scheduled lunch period. Even though lunches are provided, students may bring their lunches, including beverages, in thermal lunch boxes which are stored in designated areas if they wish. Community School of Naples is a peanut aware campus. Students' lunches, snacks or treats should not contain peanuts. Community snack is incorporated into the day for the children in Early Learning and PK3 classes; students in grades PK4 through 5th grade should bring in a small snack to enjoy each day.

### **Telephone Use**

Children's use of school telephones should be confined to emergencies. Teacher permission is required, and all calls must be made with an adult present. After-school arrangements should be planned in advance. Parents who need to contact their children may do so by calling or emailing the appropriate divisional office. Cell phones are not allowed in the classroom. In order to remain focused on our school's mission and to maintain an appropriate environment, we kindly request that parents not contact their child through their cell phone during the school day. In case of emergency, a message may be left with the appropriate divisional office and will be relayed to the student in a timely manner.

### **Television Viewing And Videos**

To encourage good study habits, as well as to allow time for homework, recreational reading, and activities, the school encourages all families to limit their children's television viewing during the school week. Television broadcasts and movies/video may be used in the classroom for educational purposes only. The movie may be a part of the unit of study or a vivid illustration to further clarify a particular point in a unit of study. Entertainment videos are not an appropriate component of the curriculum and must be limited to scheduled social events. In Lower School only G or PG rated videos will be shown.

### **Valuables, Cell Phones And Musical Devices**

It is recommended that students not bring valuables or large amounts of money to school. All belongings must be kept in secured lockers. The school does not assume or accept responsibility for the loss of or damage to personal property. While we recognize the need for students to carry cell phones if they are participating in after-school activities, students may not display or use cell phones during the school day, any co-curricular activity, or school-sponsored activities or trips. Any student violating this policy will have his/her phone confiscated and taken to the Division Office, and may be subject to disciplinary action. Confiscated cell phones may be picked up by a parent or guardian.

### **Use of Personal Information**

The personal family and faculty information provided in this handbook, the online family directory and other CSN publications, is published in order to facilitate school-sponsored communication only. At no time should this information be provided to anyone outside the school by a member of the CSN community or used for non school-sponsored communications. Maintaining access to this information requires that everyone act responsibly and ethically.

# Lower School Events & Special Days

## Storybook Day

Storybook Day, a tradition at CSN, originated with the purpose of replacing Halloween at school with a meaningful day that students would enjoy. Students dress in costumes as favorite storybook characters. At 8:30 a.m. prekindergarten through third grade students and teachers participate in a parade that begins in the Lower School, continues to the Upper School, and commences in the G & L Theater. Parents of lower school students line the sidewalks, take pictures and videos, and are excited! Students may present stories and skits on the stage. Most parents understand that there is limited seating in the theater and they tend to leave after the parade. Room parents usually like to go to the classrooms and start setting up for the day's events. In order to make connections with literature, the students select books that have their favorite characters and complete projects at each grade level that are appropriate reading and writing assignments. Grade level teaching teams collaborate and plan for this day. For instance, some grades choose books, read the books and complete book reports that have the important elements of stories. Additional ideas over the years have included: video book reviews, book mobiles, book dioramas, technology projects, oral and written book reports, and posters about the books.

## Book Fair

The Book Fair week is typically the week prior to Thanksgiving break. The fair kicks off with our annual family night celebration on a Monday from 3:00- 6:00 p.m. in the M.A.C. ( This day is usually a no homework night so our families can attend the book fair.) Classes participate in classroom door decoration to support the book fair.

## Shea Day

We celebrate "Shea Day" on December 5th (or the Friday before if December 5th falls on a weekend). Shea Maurer was a fifth-grade student at CSN who lost her life in a tragic accident on Thanksgiving Day 2012. Shea's family has built a beautiful amphitheater on our campus as a memorial to Shea's life at CSN. Her family began a kindness campaign called "Shea-Shea Shines On". This movement is focused on performing random acts of kindness in Shea's honor. If possible, Lower School students wear purple on Shea Day because it was her favorite color. Fourth and fifth grade students have the opportunity to show off talents and perform for their schoolmates in Shea's honor.





# Lower School Events

## **Snow Day**

For most families who move to Florida from the North, a snow day is a day with no school, but at CSN our snow day is a fun-filled day at school. Each December, a section of the lower school lawn transforms into a winter wonderland. Students are asked to wear snow attire including hats, scarfs, and mittens. Hot chocolate and tasty cookies are served after the event. A schedule will give each grade level an opportunity to experience snow at CSN. Many classes celebrate their holiday party at the end of this day.

## **Grandparents' & Special Friends' Day**

This is a beautiful and sentimental annual event that occurs in March. It is the largest on-campus event with grandparents and special friends visiting from near and far. Volunteers are needed to plan, set up, serve and act as guides.

## **Field Day**

We celebrate our year together with a summer party, which includes field day activities such as relay races and kickball. Each grade level rotates through a variety of stations, which include the Sports Club center for the younger children and the CSN pool for older students.



# Early Learning

## Overview

CSN's Early Learning program emphasizes child-centered, experiential learning driven by students' interests. This approach nurtures creativity, critical thinking, and collaboration through project-based activities that integrate arts, nature, and inquiry. Classrooms are designed to be inspiring and interactive environments where children explore through various media. Teachers act as guides and co-learners, observing and documenting students' progress to tailor instruction and foster a deeper understanding. The Early Learning program values strong partnerships with families and the CSN community, creating a supportive network for each child's development. Students in Early Learning must be three years old to attend school and are eligible to begin class on their 3rd birthday.



# PreK3 Curriculum

## Overview

Pre-K3 curriculum takes a collaborative approach to learning, viewing the child as a capable, social being. Teachers seek to foster meaningful relationships between children, their peers, the entire community and their environment. The curriculum supports exploration and learning and the environment reflects the project based approach to learning. In developmentally appropriate classrooms, teachers identify what intrigues children and develop activities based on the children's needs and interests. This fosters a love of learning, curiosity, attention, confidence, and self-direction.

All the basic concepts in language arts, mathematics, physical development, science and social studies are presented in an integrated framework that includes hands-on activities, as well as appropriately integrated technology. This allows the children to make important connections across all disciplines.

## Language Arts

Learning to read and write is an ongoing process. Our Pre-K3 children learn in a print rich environment and are continually observing and learning about written language.

Our emergent literacy curriculum emphasizes reading and writing workshop preparatory skills and stresses participation in literacy activities that are meaningful and functional for the students' point of view.

- Teachers encourage and support student writing by creating many opportunities to draw, copy, and dictate stories.
- Student authors share their writing with the class and receive encouragement and feedback.
- Children learn to be a part of an audience by listening to their classmates, share their own writing.
- Children listen and respond to stories, informational text and poetry.
- Children are encouraged to “read” individually, with friends and to adults everyday.
- Children play with sounds through rhyme and alliteration to increase phonemic awareness.
- Children are taught to ask and answer thoughtful questions related to topics being discussed.
- Children learn new vocabulary and develop oral language skills by listening, retelling, and narrating stories.
- Children are taught to name the letters of the alphabet and recognize letters in print.



- Writing is modeled through charts, stories, songs and poetry.
- Emergent writing and word building is supported for children who have not yet developed these fine motor skills with appropriate materials.
- Proper grip and letter formation are explicitly taught.

### **Mathematics**

Students in Pre-K3 explore math concepts that are integrated throughout our preschool curriculum and are embedded in our daily activities. The program helps the students make sense of the world around them and teaches them to reason and problem-solve.

#### **Students will engage in the following math concepts:**

- Introduction to math vocabulary
- Count and explore math concepts using a variety of manipulatives
- Count using one-to-one correspondence
- Use fingerplays and songs involving math concepts
- Identify and continue simple patterns
- Identify and describe shapes
- Sort, classify, and order objects by size, shape, color, and other attributes
- Measure and compare using standard and non-standard units
- Explore spatial relationships
- Create basic graphs as a class

### **Social Studies**

The Pre-K 3 social studies curriculum is designed to foster a community based on respect for oneself and others. Students begin each year involved in group discussions to develop rules for their classroom. This sets the tone for daily meetings and learning opportunities throughout the year.

### **Science**

Science is integrated into the pre-kindergarten classrooms. Children discover concepts through their own active involvement and reasoning. Students have opportunities to discover science through a multi-sensory, hands-on approach that emphasizes observing, interpreting, collecting, recording and predicting information about scientific topics and concepts. Science is integrated in the curriculum with math and language arts, and held in the classroom, with STEM education occurring each week in the innovation lab.

### **Spanish**

Students in Pre-K 3 learn common expressions, topics, vocabulary, and grammar usage, through use and repetition. Stories and songs engage the students and lessons are highly interactive. Students attend Spanish class each week.

### **Visual Arts**

The Pre-K3 art program affords our young learners many opportunities to experience, explore, and discover different media. The children experience the process of creating through sensory- based exploration. The children work with the art teacher on creative projects each week.

### **Music**

The Pre-K 3 classes attend music in the music room each week. Their music activities focus on providing:

- Group and solo singing opportunities
- Rhythmic activities
- Musical games and creative dramatics
- Movement to melodic and rhythmic selections
- Opportunities to play rhythmic and melodic instruments

### **Physical Education**

The Physical Education program provides students with opportunities to develop gross motor skills through running, climbing, kicking, throwing, and swinging. The children attend physical education classes two times each week.



# PreK4 Curriculum

## Language Arts

Learning to read and write is an ongoing process. Our pre-kindergarten children learn in a print-rich environment and are continually observing and learning about written language.

Our preparatory reading and writing curriculum is an emergent literacy approach that emphasizes the ongoing development of skills in reading and writing and stresses participation in literacy activities that are meaningful and functional.

- Reading and writing is modeled and shared through charts, stories, songs, and poetry.
- Teachers encourage and support student writing by creating many opportunities to draw, copy, and dictate stories.
- Student authors share their writing with the class and receive encouragement and feedback.
- Children learn to be part of an audience by listening to their peers and teachers share their personal writing.
- Children listen and respond to stories, informational text, and poetry.
- Children are encouraged to read individually, with friends, and to adults everyday.
- Children play with sounds through rhyme and alliteration to increase phonemic awareness.

Children are taught to ask and answer thoughtful questions related to topics being discussed.

Students in the PreK4 class will:

- Recognize and generate rhyming words.
- Identify initial and final sounds of words.
- Know the alphabet and the sounds that correspond with the letters.
- Understand the parts of a book (cover, spine, end pages, jacket, author, illustrator).
- Know the main characters and the big idea of a story.
- Understand that words have a beginning, a middle, and an end.
- Understand that words make up sentences.
- Tell oral stories.
- Tell stories across their fingers, demonstrating an understanding of the sequence of a story.
- Develop visual discrimination in order to identify letters, shapes, colors, and size.
- Draw illustrations to give their readers information.

## **Mathematics**

In Pre-K4, the objective of our math program is to enhance the natural curiosity and interest that children have in numbers. Counting is incorporated into daily activities and the children explore mathematics using hands-on activities. They begin to develop an understanding of numbers first through sorting concrete objects and later through numerical words and symbols. Teachers frequently monitor progress, which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment.

### **Math concepts covered in Pre-K4 include:**

- Introduction to math vocabulary
- Count and explore math concepts using a variety of manipulatives
- Understand addition and subtraction using counters, five frames, and ten frames
- Identify and describe basic geometric shapes
- Sort, classify, count, and categorize data
- Measure and compare using standard and non-standard units
- Create and interpret basic graphs
- Identify, continue, and create patterns

## **Social Studies**

The Prek4 social studies curriculum is designed to foster a democratic social learning community. As part of the Responsive Classroom curriculum, students begin each year engaged in discussions to develop rules for their classroom. Social Studies topics include:

- All about me
- Being a responsible me
- My Community and Community Helpers
- Our Family Traditions
- Being Thankful
- Wishes for the World
- Intro to phone numbers and addresses

## **Science**

Science is integrated into the PreK4 program. Children discover concepts through their own active involvement and reasoning. Students have the opportunities to discover science through a multi-sensory, hands-on approach that emphasizes observing, interpreting, collecting, recording, and predicting information about scientific topics and concepts. Science is integrated in the curriculum with math and language arts, and held in the classroom, with STEM education occurring each week in the innovation lab.

### **Topics covered include:**

- Seeds and weeds
- Flyers, hoppers and crawlers
- Constructions
- Color and Light
- Rocks, sand and soil
- Water and ice
- All about my body



## **Spanish**

Students in PreK4 learn common expressions, topics, vocabulary, and grammar usage, through use and repetition. Stories and songs engage the students and lessons are highly interactive. The design and variety of the learning components are intended to provide a natural learning experience by surrounding a student with an immersion environment of new language, modeled in the way we all learned our first language. Students attend Spanish class each week.

Topics taught in PreK4 included:

- Basic greetings and nouns
- Numbers 1-10
- Feelings
- Days of the weeks
- Basic food
- Body parts

## **Visual Arts**

Art activities are integrated throughout the curriculum, offering visual reinforcement of interdisciplinary topics. Students visit the art studio for instruction twice each week. Students study art from different cultures and time periods and learn about famous artists as they develop their own skills with crayons, markers, paints, collage materials, and clay. Students attend art class each week.

In PreK4 art class' broad objectives include:

- Developing fine motor skills through drawing, painting, cutting, threading, coloring, and sorting/placing objects onto artwork
- Self portraiture as an introduction to the shapes that are found on the face
- Art related vocabulary (line, color, shape, texture, space, detail)
- Learn how artwork can tell a story through imagery and how artwork can be used to share feelings
- Primary and secondary colors and color mixing
- Art appreciation and art history
- 3-D projects (paper sculpture)
- Introduction to clay and its properties

## **Music**

The PreK4 music classes attend the music room each week. Their music activities focus on providing:

- Group and solo singing opportunities
- Rhythmic activities
- Musical games and creative dramatics
- Movement to melodic and rhythmic selections
- Opportunities to play rhythm and melodic instruments
- Note recognition activities
- Participation in assemblies and on stage performances

## **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

## **Physical Education**

The Physical Education program provides students with opportunities to develop gross motor skills through running, climbing, kicking, throwing, and swinging. The children attend physical education classes two times each week.

# Kindergarten Curriculum

## Language Arts

### Reading

The Kindergarten reading program uses a total language arts program putting phonics into action by integrating phonics with reading comprehension and written expression. Sound/symbol knowledge is critical, as it is the foundation of our spoken and written language. CSN uses four principles of instruction: direct concept teaching, sequencing concepts in dependent order, targeted multi-sensory strategies, and application. The program arms students with independent skills and strategies in order to develop active, thoughtful, purposeful readers and writers who interact with text.

Interactive read-alouds are also a large part of our reading program in kindergarten. Read-alouds support essential reading skills, set norms for positive classroom behavior, and establish routines for collaborative partnerships.

### Writing

In writing workshop, authors work to publish pieces within a variety of genres. Often kindergarten students will first sketch a picture and then write about the picture, phonetically sounding out the words.

Our students learn to observe, collect, draft, revise, edit and publish, and celebrate well-crafted writing pieces. In addition, they are exposed to examples of fine literature, nonfiction texts and poetry throughout the day that can be used as mentor texts.

Their units of study include opportunities to write personal narratives, fiction stories, how-to books, and poetry. Each unit is celebrated upon completion. Every student has the opportunity to share their piece and through sharing they develop into strong, confident writers.

### Handwriting

In kindergarten children learn correct letter formation and begin practicing proper handwriting.





## **Mathematics**

In Kindergarten, the objective of the mathematics program is to develop thinking skills, build proficiency, and produce confidence while promoting a love of mathematics. Math manipulatives are frequently used to provide concrete and visual reinforcement of math concepts. Students are encouraged to be active problem solvers and to use multiple strategies to arrive at solutions. Each child learns to express their thinking both verbally and on paper, as well as to create representations to organize, record, and communicate their ideas. Math activities are created to increase student knowledge in number sense, place value and counting, addition and subtraction of whole numbers, time, money, measurement, geometry, graph-reading, and logic. Teachers frequently monitor progress, which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment. Placement tests, topic tests, benchmark tests, basic fact tests, daily review, free response evaluations, and daily interaction are tools used to meet the students' needs. It is our expectation that the students end the year with a firm grasp of their addition and subtraction facts.

### **Students will engage in problem solving, communicating, reasoning and connecting to the following:**

- Use place value, including how to read, write, and compare whole numbers to 100
- Use models to represent numbers, and write two-digit numbers in standard and expanded form
- Add and subtract single-digit whole numbers
- Compute basic math facts to 10 quickly and accurately
- Count and use number patterns to 100
- Compare and order numbers to 100
- Understand even and odd numbers
- Solve real-life problems involving addition and subtraction
- Identify a penny, nickel and dime
- Count and write the value for a collection of coins
- Identify basic geometric, plane figures and describe shapes, including circles and polygons up to six-sided hexagons
- Identify and describe geometric, 3-dimensional figures including cone, sphere, rectangular prism, cube, pyramid, and cylinder
- Understand the basic properties of figures, including number of sides, faces, and vertices
- Use inches to measure objects
- Measure and estimate using a variety of non-standard units
- Tell time to the hour and half hour
- Read and interpret tables and graphs, including bar and pictographs to answer questions
- Recognize and use patterns
- Skip count by 2's to 20 and 5's & 10's to 100

## **Social Studies**

The kindergarten social studies curriculum is designed to foster a sense of community. Students begin each year engaged in discussions to develop rules for their classroom. Social Studies topics include:

- Being responsible for me
- Being a responsible at home
- Being responsible at school
- Being responsible in my community and country
- Being responsible for the Earth

## Science

The science curriculum in kindergarten implements an approach that provides a balance of exciting discovery, through hands-on activities, and engaging theory that supports developing understanding. Basic processes such as questioning, observing, predicting, measuring, comparing, organizing and communicating lead to complex processes such as inferring, controlling variables, hypothesizing, applying, and designing investigations. Students are introduced to the knowledge, methods, skills, and attitudes of scientists. Science is integrated in the curriculum with math and language arts, and held in the classroom, with STEM education occurring each week in the innovation lab.

Kindergarten topics include:

- Plants through the seasons: What are changes we see in plants through the year?
- Exploring properties: Physical properties of matter, using science tools to explore matter, sorting matter according to properties
- Animals: Basic needs of animals, observe and compare structures needed for animals to survive, physical characteristics of animals
- Lego Engineering



## Spanish

Students in Kindergarten learn common expressions, topics, vocabulary, and grammar usage, through use and repetition two times each week. Stories and songs engage the students and lessons are highly interactive. The design and variety of the learning components are intended to provide a natural learning experience by surrounding a student with an immersion environment of new language, modeled in the way we all learned our first language.

Specific objectives, which support the national Standards for Foreign Language Learning, include:

- Develop comprehension of vocabulary and expressions (receptive language skills).
- How to use and transfer to new situations, vocabulary and expressions used in (productive language skills).
- Develop motivation and a positive attitude toward second language learning (aesthetic value of language learning).



Topics taught in kindergarten include:

- Basic greetings and nouns
- Numbers 11-20
- Feelings
- Family
- Opposites
- School
- Days of the weeks
- Basic food
- Body parts

### Art

The art program is designed in a way that allows students to gain enduring understandings that are transferable to other disciplines and areas of their lives. By practicing with different media, art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers.

By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures.

In Kindergarten, students attend art two times each week.

Concepts and objectives include:

- Developing fine motor skills through drawing, cutting, threading, painting, and coloring
- Self portraiture
- Knowledge and understanding of shapes
- Knowledge and understanding of symmetry
- Art related vocabulary (line, texture, space, shape, pattern, balance, value, form)
- Primary, secondary, and tertiary colors and color mixing
- Learning how to create movement in art
- Artist recognition and appreciation (Mondrian, Matisse, VanGogh, and others).

### Music

The Performing Arts program seeks to inspire creativity in order to illustrate the relevance of the arts in everyday life. The program is based on the belief that Music/Drama can be a perfect vehicle for building confidence in young children, while encouraging them to explore, to develop and to celebrate their own skills and imaginations. The kindergarten classes attend music in the music room two times each week.

Their music activities focus on:

- Singing a variety of song styles
- Matching dynamic and pitch levels
- Responding to the cues of the leader in melodic and rhythmic activities
- Identifying instruments and voices by pictures or tone color
- Using music vocabulary and notation
- Playing rhythmic and melodic instruments
- Participation in assemblies and on-stage performances





## **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the Physical Education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience.



## **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

The Kindergarten digital citizenship curriculum is designed to teach the students:

- The meaning of private information, and the kinds of information that we should keep to ourselves and those that we trust
- The meaning of a username, and how to create one that is safe
- The importance of asking a parent before creating a username
- The purpose of a picture dictionary
- How to use online picture dictionaries to search for information
- How to use what we learn to create our own picture dictionary
- Different ways we can research when we want to learn about something new
- How the Internet has a lot of great information, but it can be hard to find websites that are “just right” for us
- The rules to being a smart researcher: 1. Always ask permission -research with a buddy, 2. Know what you want to learn about first - make a plan, 3. Stay on task - remember you have a job to do.
- What it means to give credit to someone.
- The information that helps us know who created a piece of work our name, a title, and a date of completion
- The reasons why it is important to give someone else or ourselves credit when we publish work
- How the Internet is a place we can publish our work, with permission



# First Grade Curriculum

## **Language Arts**

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, grammar, phonics, and spelling.

## **Reading**

Using a balanced literacy approach, reading instruction includes guided reading, shared reading, independent reading, and interactive read-alouds. Teachers assess each child in order to determine their instructional reading level throughout the year and meet with students one on one and in small groups to differentiate instruction.

- Students will learn to recognize and understand important words, plot points, and patterns presented within various texts—both in those read aloud and those read independently. The development of good listening skills parallels and reinforces the development of good reading skills. Students learn to draw on a wide variety of strategies to interpret and analyze a range of texts, both fiction and nonfiction.
- Students will learn to use context clues to determine the meaning of a word or phrase in a text read aloud and choose the correct definition or synonym.
- Students will learn to identify explicit details from a passage read aloud or independently, summarize them, and provide answers to “who”, “what”, “where”, “when”, “why”, and “how” questions about the text.
- Students will learn to use implicit information to make inferences about a character’s feelings.
- Students will learn to draw connections between and among various kinds of texts and life as well as synthesize explicit and implicit information to make predictions or draw conclusions.
- Students will learn to use their developing productive language skills to describe the main idea and supporting ideas.

Systematic vocabulary development is essential for a student’s reading fluency, as is building grapho-phonetic knowledge. It is important for students to match their growing understanding of the sound structure of language to the letter patterns they’re learning in order to help them not only recognize familiar words but to decode unfamiliar ones.

- Students will learn to recognize common words that are vital to reading fluency, especially those that do not follow basic rules of sound-letter correspondence.
- Students will learn to recognize vowel and consonant sounds and blends in varying positions within a word (initial, medial, and final).
- Students learn to recognize compound words.
- Students learn to understand the correct use of contractions and what they mean.
- Students will understand the root/base word with the appropriate inflectional ending in the context of a sentence.

## **Writing**

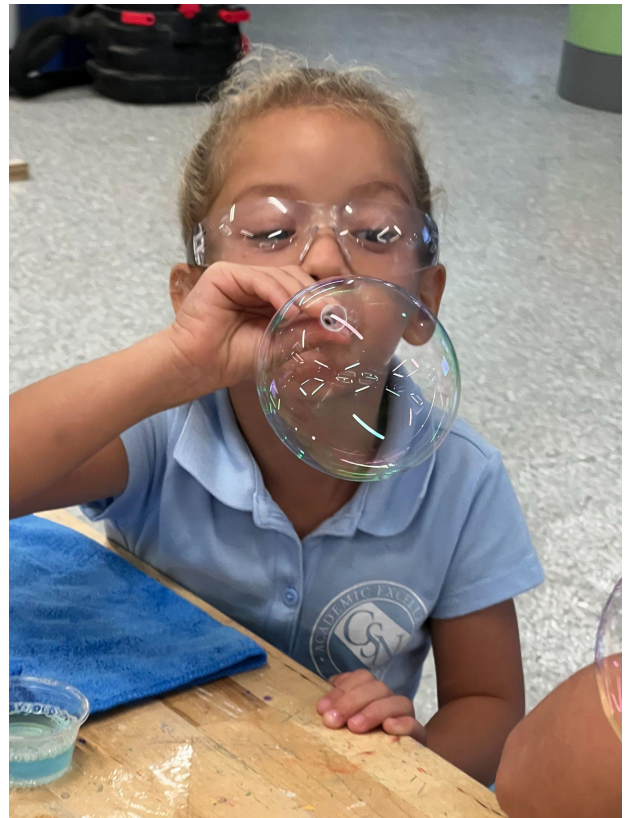
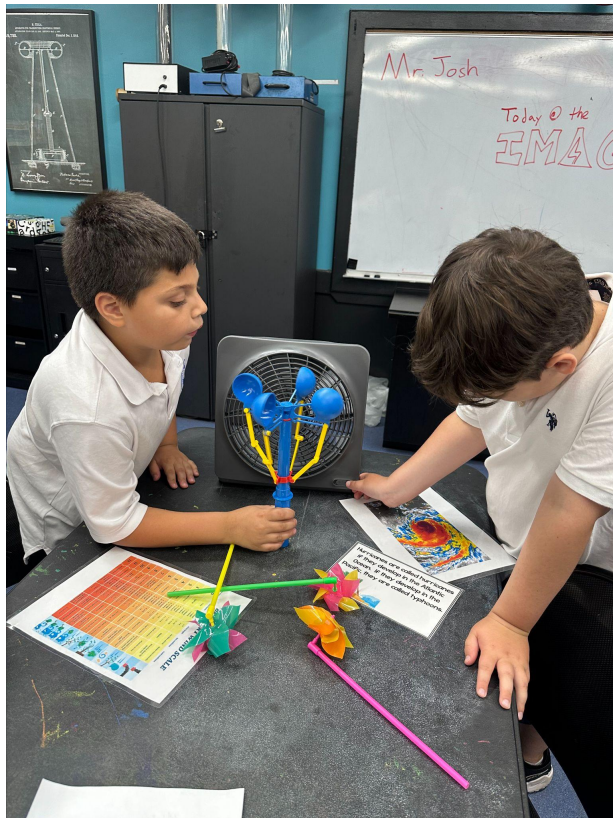
Writing is an integral part of our language arts program.

Our students learn to observe, collect, draft, revise, edit and publish well-crafted writing pieces. In addition, they are exposed to examples of fine literature and poetry throughout the day that can be used as mentor texts. Genre studies include: fiction, non-fiction, personal narrative, author inquiry studies, poetry and fiction writing.

- Students begin to recognize and apply correct capitalization of proper nouns and the first word of a sentence to their work.
- Students learn use proper punctuation, including proper use of periods, question marks, and apostrophes in contractions.
- Students begin to apply the rules of English diction and grammar to their writing, specifically the correct use of pronouns, correct verb form and tense, including subject-verb agreement.

## **Handwriting**

Students in first grade practice correct letter formation and are encouraged to use appropriate spacing between words.



## **Mathematics**

In first grade, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence while promoting a love of mathematics. Math manipulatives are frequently used to provide concrete and visual reinforcement of math concepts. Students are encouraged to be active problem solvers and to use multiple strategies to arrive at solutions. Each child learns to express their thinking both verbally and on paper. They move from representing their thinking with pictures to using numbers and symbols. Math activities are created to increase student knowledge in counting and ordering numbers, number combinations and facts, addition and subtraction, place value, money, measurement, time, graphs, geometry, and fractions. Curriculum is further enhanced each day during calendar activities. Teachers frequently monitor progress, which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment. Placement tests, topic tests, benchmark tests, basic timed fact tests, daily review, free response evaluations, and daily interaction are tools used to meet the students' needs. It is our expectation that the students end the year with a firm grasp of their addition and subtraction facts.

**Students will engage in problem solving, communicating, reasoning and connecting to the following:**

### **Number Sense and Operations with Whole Numbers**

- Use place value, including how to read, write, and compare whole numbers to the thousands place
- Use models to represent numbers, and write three-digit numbers in standard and expanded form
- Add and subtract two-digit whole numbers
- Compute basic math facts quickly and accurately
- Use estimation to solve addition and subtraction problems

- Use fact families and the commutative property of addition
- Understand even and odd numbers
- Solve real-life problems involving addition and subtraction, including basic money problems
- Identify a penny, nickel, dime, quarter, and half dollar
- Count and write the value for a collection of coins and dollars
- Introduce equal shares and use the fraction terms, whole, halves, thirds, and fourths

### **Geometry and Spatial Sense**

- Identify basic geometric, plane figures and describe shapes, including circles and polygons up to eight-sided octagons
- Identify and describe geometric, 3-dimensional figures including cone, sphere, rectangular prism, cube, pyramid, and cylinder
- Understand the basic properties of figures, including closure, number of sides, faces, vertices, and angles

### **Measurement**

- Use centimeter and inches to measure line segments
- Measure and estimate using a variety of non-standard units
- Tell time to the hour, half hour, and five-minute intervals

### **Data Analysis, Statistics, and Probability**

- Read and interpret various types of tables and simple graphs, including bar, circle, and pictographs

### **Patterns, Functions, and Pre-Algebra**

- Recognize and use patterns to solve problems
- Skip count by 2's, 5's, 10's, and 100's

## **Science**

The science curriculum in first grade provides a balance of exciting discovery, through hands-on activities, and engaging theory that supports developing understanding. Our goal is to continue to develop the steps required for effective scientific inquiry and move students from guided inquiry, which is active investigation in search of answers, toward self-directed inquiry. Basic processes such as questioning, observing, predicting, measuring, comparing, organizing and communicating lead to complex processes such as inferring, controlling variables, hypothesizing, applying, and designing investigations. Students are introduced to the knowledge, methods, skills, and attitudes of scientists. Science is integrated in the curriculum with math and language arts, and held in the classroom, with STEM education occurring each week in the innovation lab.

The first grade science program is designed to provide children with experiences in life, earth, and physical science while developing their critical thinking and problem-solving skills. Units of study include:

- States of matter: States of matter, properties of solids, liquids and gases, properties of magnetism
- Animal diversity: Needs of organisms, structure and function of animals, behavior and senses of animals, heredity, and environmental interactions
- Earth and space: Properties of objects in the sky, patterns in day and night, weather
- LEGO engineering

## **Social Studies**

The purpose of the social studies program is to build a strong classroom community and to expand the children's interest in their world. Students explore the importance of relationships at home and at school. They learn to take responsibility for their own actions and develop respect for themselves, each other, and the environment. Topics taught in first grade include:

- All About Me, My Family, My School.
- Introduction to Geography: spatial terms, places and regions, different types of maps, world map, continents & oceans.
- National holidays and famous people.

## **Spanish**

This program is intended to develop listening comprehension and verbal skills in young children.

In first grade students will:

- Begin to tell short stories using the vocabulary learned.
- Realize that cognate words (Spanish words sound almost the same as English) enhance comprehension and can add more details to their short stories.
- Continue refining their pronunciation and knowledge in the language

Topics covered in first grade Spanish include:

- Numbers 21-50
- Days of the week
- Food
- Family
- Weather
- Months of the year
- Nationalities/Countries
- Time
- Clothing
- Transportation





## Art

The art curriculum is based around a framework that allows students to investigate, create, and critique artwork in meaningful ways.

Through practice with different media, art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers.

By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures.

In first grade the students attend art two times each week and build on previous knowledge and continue to learn about and/or implement:

- Developing fine motor skills through drawing, cutting, threading, coloring, and sorting/placing objects onto artwork, and weaving with needles and yarn
- Self portraiture
- Knowledge and understanding of the eight basic shapes and using them to create more complicated shapes through independent and guided practice
- Art related vocabulary (line, texture, space, color, shape, pattern, balance, value, form)
- Primary, secondary, and tertiary colors and color-mixing
- Art connections to science (scientific illustration, the weather)
- 3-D projects
- Reinforcement of primary classroom topics with related art projects
- Artist's recognition and appreciation (Picasso, Monet, et al)
- Mixed media and watercolor resist
- Forming an opinion about personal works of art, the works of peers, and the works of famous artists
- Recognize and appreciate art from other cultures (Mexico, Native Americans)
- Recycling to create artwork



## **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the physical education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping, hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience. Students will be introduced to a series of age appropriate movements, emphasizing, flexibility, muscular strength, and muscular endurance. These class activities will focus on interactive, enjoyable group games with the ability to discover and imagine.

## **Music**

The performing arts program seeks to inspire creativity in order to illustrate the importance and the relevance of the arts in everyday life. The program is based on the belief that music/drama can be a perfect vehicle for building self-esteem and confidence in young children, while encouraging them to explore, to develop and to celebrate their own skills and imaginations.

First grade students build on skills and concepts learned in kindergarten with additional layers of complexity.

Students focus on new song and instrumental literature, matching pitches, reading melodic and rhythmic patterns and practicing performance skills. The role of music in various cultures and traditions is explored through songs, instruments and listening selections.

## **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

The first grade digital citizenship curriculum is designed to teach the students:

- The similarities between staying safe in the real world and the online world.
- How to recognize whether a website is a good site for us to use, one to use with caution, or one to avoid.
- The importance of asking for an adult's permission before going online.
- The meaning of and permanence of a digital footprint: the information about you on the Internet.
- Appropriate vs. inappropriate information to put on the Internet
- What constitutes bullying and how it can make people feel.
- The kind of cyberbullying that can take place online
- The four rules to STOP cyberbullying: STOP using the computer until it is safe, TELL an adult you trust, Go ONLINE only when a trusted adult says it's okay.

# Second Grade Curriculum

## Language Arts

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading, writing, phonics, and building vocabulary.

## Reading

Our approach to reading instruction enables children to build and hone skills they need to succeed in becoming powerful independent readers. Explicit reading strategies are taught in a mini lesson format, followed by both small group and individual instruction. We assess each child individually in order to determine his/her instructional reading level at various times throughout the year to provide continued differentiated instruction. Genre book libraries are organized in each classroom and children choose texts at their “just right” level, which they keep and read independently both at home and school.

In second grade our goal is to continue to develop lifelong readers. Students receive critical instruction in decoding and comprehension strategies. Children read various genres of literature in shared, independent, read-aloud, and partnership formats. Each child progresses at his/her individual pace through our balanced literacy program.



Students will learn to recognize and understand important words, common plot lines, implement critical decoding strategies, and interpret and analyze information presented in a story read-aloud as well as in written text. The development of good listening skills parallels and reinforces the development of independent reading skills. Students learn to draw on a wide variety of strategies to interact with and understand a range of texts, both fiction and nonfiction. Students will learn to use context clues to determine the meaning of a word, term, or phrase.

- Students will use explicit details from a passage to contribute to discussions and provide answers to “who”, “what”, “where”, “when”, “why” and “how” questions about the text.
- Students will also learn to use explicit information to determine the main idea or primary purpose of a text.
- Students will learn to use implicit information to make inferences about the moods and motives of characters, to increase their understanding.
- Students will learn to draw connections between and among various kinds of text and real life.
- Students will learn to synthesize explicit and implicit information to make predictions or draw conclusions.
- Students will begin to analyze and evaluate the texts they read.

## Writing

As authors, our second graders become more self-confident as they develop the skills and craft necessary to publish pieces in a variety of genres. Our students learn to observe, collect, draft, revise, edit and publish well-crafted writing pieces. They also learn to conduct research to aid them in writing informational texts. In addition, they are exposed to the examples of authors of fine literature and poetry throughout the day; these texts can be used as mentor texts. Genres studied in second grade include: informational texts, personal narrative, realistic fiction, opinion writing, and poetry.



Students will learn the importance of developing a foundational understanding of language conventions and mechanic as they move from writing sentences to composing paragraphs. Grammar is integrated everyday within all academic areas, introducing and utilizing basic grammar principles.

- Students will learn to recognize correct and incorrect capitalization, capitalization of proper nouns and the first word of a sentence.
- Students will learn to use proper punctuation of dialogue and letter writing, correct end punctuation, correct use of commas within lists, and the correct use of the apostrophe in contractions and possessives.
- Students will learn to apply the rules of English diction and grammar, specifically the correct use of pronouns, including pronoun-antecedent agreement and rules of diction within the context of a sentence. Students will also learn correct verb form and tense, including subject-verb agreement. Students will learn how to understand the correct use of contractions and what they mean as well as the ability to recognize compound words.

### **Handwriting**

Students in second grade apply correct letter formation. Cursive handwriting is introduced during the second semester of Second Grade.



### **Social Studies**

The units of study for social studies are created with essential questions that drive instruction. We believe that students learn best through inquiry. Students ask the essential question and lead their own inquiry, thoughtfully facilitated by their teachers. Based on questions, goals, understanding, and evidence, a learning plan is established using project-based learning that often employs technology.

Second grade essential questions include:

- Who are we as a classroom community?
- How do rural, suburban, and urban communities depend on each other?
- What kind of community is Naples?
- Where in the world is Naples, Florida?
- How did we get here?
- What is government?
- How has Naples changed?

### **Mathematics**

In second grade, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence while promoting a love of mathematics. Basic facts and skills are solidified and many new concepts are introduced. With each new concept, students first work concretely with manipulatives and pictures, and then move to an abstract, symbolic representation and use of the concept. In second grade, math activities foster an increasing competence in place value, addition and subtraction (with and without regrouping), addition and subtraction with money, multiplication, geometry, time, measurement, fractions, as well as data analysis. Curriculum is further enhanced each day during calendar activities. Teachers frequently monitor progress, which provides critical feedback that helps guide instruction for remediation, intervention, and enrichment. Placement tests, topic tests, benchmark tests, basic timed fact tests, daily review, free response evaluations, and daily interaction are tools used to determine how to meet each of the students' needs. It is our expectation that the students end the year with a firm grasp of their addition and subtraction facts.



**Students will engage in problem solving, communicating, reasoning and connecting to the following:**

### **Number Sense and Operations with Whole Numbers**

- Use place value, including how to read, write, and compare whole numbers to the hundred-thousand place
- Use models to represent numbers, and write six-digit numbers in standard and expanded form
- Add and subtract six-digit whole numbers with and without exchanging
- Multiply single-digit numbers quickly and accurately
- Know the language of addition, subtraction, and multiplication, and understand the relationship between the operations
- Use estimation to solve addition and subtraction problems
- Understand the properties of addition and multiplication including the identity, commutative, associative, and zero property of multiplication
- Solve real-life problems involving number operations
- Identify, count, and write the value for a collection of coins and dollars
- Identify, model, compare, and order fraction terms

### **Geometry and Spatial Sense**

- Identify basic geometric figures up to decagons and describe their attributes
- Identify and describe geometric, 3-dimensional figures including cone, sphere, rectangular prism, cube, pyramid, and cylinder
- Understand the basic properties of figures, including closure, number of sides, faces, vertices, and angles
- Identify and label lines as intersecting or parallel
- Identify relationships between figures and images under transformations
- Identify lines of symmetry and the effects of combining, subdividing, and changing basic shapes

### **Measurement**

- Know the approximate size of customary and metric units to measure length, weight, and capacity
- Measure the perimeter and area of closed figures
- Tell time to the minute
- Solve real-life problems involving money, elapsed time, calendars, temperature, weight, and distance

### **Data Analysis, Statistics, and Probability:**

- Read and interpret various types of tables and simple graphs, including bar, line, circle, and pictographs
- Investigate probability

### **Patterns, Functions, and Pre-Algebra:**

- Recognize and use patterns to solve problems
- Skip count by 2's, 5's, 10's, and 100's
- Introduce skip counting by 3's, 4's, 6's, 7's, 8's, and 9's

## **Science**

In second grade science, our goal is to excite the students through self-discovery and hands-on activities, thereby producing life-long lovers of science. Science is integrated in the curriculum with math and language arts, and held in the classroom, with STEM education occurring each week in the innovation lab.

Our science curriculum also emphasizes the process skills of science by using a leveled, hands-on inquiry approach to science. The students begin with guided inquiry and move on to open ended inquiry. Students learn that science is a way of knowing and is empirically based and consistent with evidence. Students also learn that science knowledge is subject to change when new evidence presents itself and is inherently a creative process.

Second grade science topics include:

- Forces and motion: An object's position, an object's motion, changing position and motion, gravity
- Sound and light energy: Forms of energy, sound energy behavior of light
- Plant diversity: needs of organisms, physical structure of plants, behavior and senses, life cycles of plants, heredity and environment interactions of plants
- Earthy Materials: Earth/Atmosphere materials, soils, surface changes, rocks
- STEM: LEGO robotics, bridge building

## **Spanish**

Students in second grade will learn to:

- Tell short stories using the vocabulary learned.
- Realize that cognate words (Spanish words sound almost the same as English) enhance comprehension and can add more details to their short stories.
- Refining their pronunciation and knowledge in the language. Use the language to create imaginary situations.
- Present information about the target language and culture to others. Write and illustrate stories to present to others

## **Music**

Students in second grade attend a general music class once each week and also choose between Chorus and Strings for their focused music lessons two times each week.

Second grade students focus on new song and instrumental literature, matching pitches, reading melodic and rhythmic patterns and practicing performance skills. The role of music in various cultures and traditions is explored through song, instruments and listening selections. Students interact with the new technology of Smartboard and iPads.

### **Chorus**

In Chorus we begin exploring choral singing. Each class begins with solidifying musical fundamentals with a theory and ear training lesson, followed by basic vocal technique exercises. We then move into learning and rehearsing our performance repertoire, reading from printed choral octavo as well as by rote. The class culminates with two end of semester performances. Chorus classes meet two times each week.

### **Strings**

Second grade strings class is a beginning class for students wanting to learn violin, viola, or cello. All three instruments are taught in the same class. Students learn basic positions, bow grip, how to read music on these instruments, basic rhythms and beginning ear training. The class performs twice a year at school for parents, family members, friends and fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.



## Art

The Visual Arts program is based around a framework that allows students to investigate, create, and critique artwork in meaningful ways. The program is designed in a way that allows students to gain enduring understandings that are transferable to other disciplines and areas of their lives.

Students learn how to assess their own work, as well as the work of others, by using problem solving and decision-making skills. As part of the program, students are introduced to a variety of skills, techniques and processes, allowing them to strengthen their ability to remember, process, and sequence information. rough practice with different media. Art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers. The creation of innovative thinkers is part of the mission of the Community School of Naples, as stated in our mission statement.

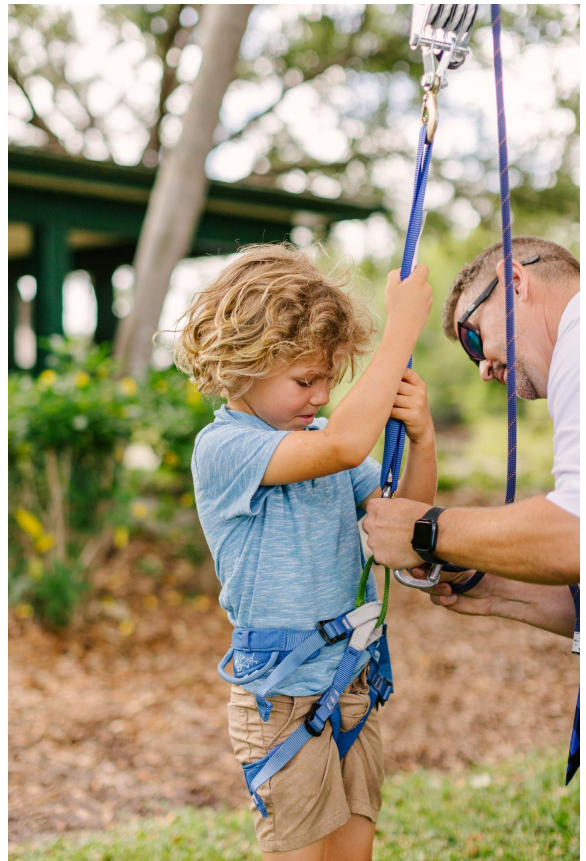
By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the Arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures.

Big Ideas Covered in second grade art Include:

- Critical Thinking and Reflection
- Skills, Techniques, and Processes
- Organizational Structure
- Historical and Global Connections
- Innovation, Technology and the Future

With those ideas in mind, the students will learn about and/or implement:

- Use warm and cool colors
- Artwork as a way to tell stories about the past or to predict the future (When I Grow Up Painting)
- Art related vocabulary (line, texture, space, color, shape, pattern, balance, value, form, unity, symbols, movement, unity, rhythm, movement, emphasis, depth, contrast, balance, negative space, positive space)
- Working as part of a team to collaborate on art projects for the community and to raise awareness of events
- Artists appreciation and inspiration from cubist artist Pablo Picasso and American painter Georgia O'Keefe
- Large scale works
- Participate in student taught art lesson
- Clay construction using slab method and glazing



## **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities aligned with the NASPE standards. The goal of the physical education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. The more activities students are exposed to and experience, the greater chance they will discover activities of high interest and better the chance of remaining active throughout their lifetime.

The physical education activities can vary widely from basic locomotor movements such as walking, running, skipping, hopping, jumping, leaping, galloping and sliding, to non-locomotor movements such as bending, swinging, turning, twisting, pushing, pulling, chasing, and tagging. Manipulative activities such as throwing, catching, kicking and striking are also introduced. Emphasis is placed on having a positive experience.

## **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

In second grade the students will learn:

**Basic Computer Literacy Skills:** review key computer hardware and peripherals, learn the proper use of the mouse, learn appropriate use of the computer and lab equipment, navigate within the operating system environment to locate programs, open, exit, and maximize the size of programs as they appear on the screen, open and save a file, print a file from within a program, work with two programs simultaneously

**Keyboarding Skills:** learn, identify and properly use the major function keys of the computer including the space bar, enter key, backspace key, control (ctrl) key, alternate (alt) key, delete (del) key, and shift keys, learn proper keystrokes, utilize proper touch- typing techniques, use proper finger positioning and techniques that coincide with touch-typing

**Word Processing:** learn about the blinking cursor and how to move within the body of a document of type text into a document, utilize the backspace and delete keys to correct text errors, highlight text using the mouse, format text including: font sizes, font style, bold, underline, and italics to learn about grammar and spelling error prompts, learn new formatting skills such as changing font color and font alignment, select a word by double-clicking on it rather than highlighting, right-click spelling correction, learn keyboard keys tab and Caps Lock

**Creativity Programs:** use programs to create and present their learning including iPad apps, iMovie, PowerPoint, and Keynote. Telecommunications: use the school e-mail programs, e-mail and Internet safety including:

- Understand viruses and opening e-mail from unknown individuals
- Comprehend the concept of “inappropriate” e-mail
- Learn procedures for handling pop-up windows

**Internet Research:** learn appropriate Internet usage to comprehend the layout of a browser and focus on key areas such as the back button, address bar, home button, etc. to conduct simple Internet searches, learn to find images, locate, isolate, and save pictures use a search engine to find and collect information from the Internet.



# Third Grade Curriculum

## Language Arts

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading, writing, and vocabulary study. Believing that the language arts skills, strategies, and craft should be taught in an authentic setting, our program supports bringing strong literacy instruction into the content areas.

## Reading

Our approach to reading instruction enables children to build and hone skills they need to succeed in becoming powerful independent readers. Explicit reading strategies are taught, followed by both small group and individual instruction. Each child is assessed individually in order to determine his/her instructional reading level at various times throughout the year to provide continued differentiated instruction. Genre book libraries are organized in each classroom and children choose texts at their “just right” level, which they keep and read independently both at home and school.

Students will learn to understand texts on the deepest levels, moving beyond the basic understanding of plot to be able to analyze a variety of materials—in listening to texts as they are read, reading in groups and with partners, and reading independently. The development of good listening skills parallels and reinforces the development of good reading skills. Students learn to draw on a wide variety of strategies to understand a range of texts, both fiction and nonfiction.

Students will learn to:

- Use context clues to determine the meaning of multisyllabic words or unfamiliar vocabulary
- Use explicit information to identify the main idea or primary purpose of a text or part of a text, enabling them to use the “who”, “what”, “where”, “when”, “why”, and “how” of a text to contribute to a deeper understanding

- Use implicit information from a passage to make inferences about the emotions and motivations of characters in order to understand the ways characters change throughout higher level texts
- Draw connections from other texts and real life in order to understand texts better
- Synthesize explicit and implicit information to make predictions, draw conclusions, and analyze texts
- Begin to evaluate characters and texts

## **Read Aloud**

Third graders have a firm commitment to the value of reading aloud to students. Our goal is to use novels, above grade level, to “broaden the scope” of understanding. Reading aloud helps students build background knowledge, increase vocabulary, make more meaningful connections to thoughts and ideas as well as associate reading with pleasure. “Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students” (Albright and Ariail).

Not only does reading aloud have benefits educationally, but also emotionally. Through a character’s fictional or real-life experiences, students learn strategies for dealing with social situations and conflicts; this can only increase their self-confidence. “Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students” (Albright and Ariail). Most importantly, reading aloud gives students fond memories of their experiences, and creates a greater love for the written word.

## **Writing**

In the writing, our students learn to observe their lives and the world around them and to collect, draft, revise, edit, and publish well-crafted narrative and expository pieces. In addition, they are exposed to fine literature and poetry that can be used as mentor texts for both reading and writing.

As students begin to develop more comprehensive paragraphs and become more comfortable with the stages of the writing process, the ability to organize complex information and recognize the multiple purposes and audiences for writing becomes increasingly important.

Students learn to integrate their developing facility with English grammar and usage with a growing understanding of writing and the writing process.

Student learn:

- Effectively combine two or more sentences into logical compound sentences
- Recognize and develop thesis statements, topic sentences and conclusions. They will begin to utilize effective transitions between ideas, sentences and paragraphs as well as effectively and logically sequence information in their writing
- Choose effective and relevant details to support a given idea or thesis
- Effectively use literary language when appropriate.
- Recognize the role of the audience. They will understand that there are different purposes for a piece writing in order to help determine the kind of information that needs to be included and the appropriate style and tone of the piece



Students continue to develop a foundational understanding of language conventions and mechanics that is essential as they move from writing sentences to composing paragraphs. Students will also grow their understanding of sentence structure and language conventions.

Students learn:

- Recognize correct and incorrect capitalization, capitalization of proper nouns, the first word of a sentence, as well as titles and forms of address.
- Recognize the correct and incorrect use of the comma, correct use of the apostrophe in contractions and possessives, proper punctuation for dialogue and letter writing, as well as correct end punctuation.
- Apply rules of English diction and grammar by following specific rules. Rules taught include correct pronoun use, including pronoun-antecedent agreement and correct verb form and tense, including subject-verb agreement. Students will also learn rules of correct and effective expression at the sentence level, and rules of sentence boundaries, including avoiding run-ons and fragments.

## **Vocabulary**

Reading with understanding and writing with precision requires an extensive vocabulary. In third grade, students utilize the WordMasters program. WordMasters is a nationwide vocabulary competition for Grades 3 – 8. The competition is based on understanding and completing analogical relationships. The early introduction of this higher-level skill will benefit students, and assist with an understanding of the many facets of a word.

## **Mathematics**

In third grade, the objective of our mathematics program is to develop thinking skills, build proficiency, and produce confidence, while promoting a love of mathematics. Students engage in mathematical thinking through experimentation, investigation, questioning, and problem-solving. There is increasing emphasis on familiarizing and utilizing standard algorithms and using correct terminology. Math activities in third grade foster increasing competence in place value with large numbers, addition and subtraction with regrouping, geometry, multiplication and division, data analysis, measurement, as well as further developing their understanding of fractions and decimals. Throughout the year students practice basic math facts to improve automatic recall. We expect the students to end the year with a firm grasp of addition, subtraction, multiplication, and division facts.

### **Mathematical skills taught in Third Grade will include:**

#### **Number Sense and Operations with Whole Numbers:**

- Use place value, including how to read, write, and compare whole numbers to the millions place
- Write six-digit numbers in standard, expanded, and word form
- Use models to represent, order, compare, and perform whole number operations
- Add and subtract up to nine-digit whole numbers with and without exchanging
- Multiply and divide multi-digit numbers
- Know the language of addition, subtraction, multiplication, and division, and understand the relationship between the operations
- Use estimation to solve problems including all four operations
- Understand the properties of addition and multiplication including the identity, commutative, associative, distributive, and zero property of multiplication
- Multiply and divide by multiples of 10
- Solve single and multi-step real-life problems involving number operations

#### **Number Sense and Operations with Fractions and Decimals:**

- Use models and number lines to identify, compare and represent the order of fractions and decimals
- Recognize the relationship between fractions and decimals
- Add and subtract decimals to hundredths and fractions with like denominators

- Multiply fractions of a set
- Solve real-life problems involving fractions and decimals

#### **Geometry and Spatial Sense:**

Use basic geometric language to describe and name shapes and solids

- Find perimeter and area of closed figures
- Understand the basic properties of figures, including closure, number of sides, faces, vertices, and angles
- Characterize lines as intersecting, perpendicular, or parallel
- Identify relationships between figures and images under transformations including translation, reflection, and rotation
- Identify lines of symmetry and the effects of combining, subdividing, and changing basic shapes
- Identify congruent and similar figures
- Classify triangles by sides and angles

#### **Measurement:**

Know the approximate size of customary and metric units to measure length, weight, and capacity

Convert measurements within the same system

Measure the perimeter and area of regular and irregular polygons

Solve real-life problems involving coins, elapsed time, calendars, temperature, weight or distance.

#### **Data Analysis, Statistics, and Probability:**

- Read and interpret various types of tables, including tally charts and line plots, and simple graphs, including bar, line, circle, and pictographs
- Calculate mean, median, mode, and range from a given set of data
- Introduce the concept of probability

#### **Patterns, Functions, and Pre-Algebra:**

- Recognize a wide variety of patterns and the rules that explain them
- Solve one-step algebraic equations including all four operations
- Select number sentences to represent problem situations

## **Science**

Third grade science focuses on exploring the interconnected nature of science as it is practiced and experienced in the real world. Our students are immersed in the nature of science and inquiry, and they are encouraged to unlock the big ideas in science and science and literacy. Non-fiction reading skills are taught through science content. Students learn to gather information from texts and online resources and incorporate that knowledge into their overall understanding of content.

Our science curriculum emphasizes the process skills of science by using a leveled, hands-on inquiry approach to science. The students begin with guided inquiry and move on to open-ended inquiry. Students learn that science is a way of knowing and is empirically based and consistent with evidence. Students also learn that science knowledge is subject to change when new evidence presents itself and is inherently a creative process. Science is integrated in the curriculum with math and language arts, and held in the classroom, with STEM education occurring each week in the innovation lab.

Third grade units include:

- Matter: What are some properties of matter
- Solar energy: What are some ways that energy can be changed from one form to another?
- Mechanical energy: How do simple machines help us move objects?
- Plant and animal adaptations in the Florida Ecosystem: How are plants and animals well suited to live in their environments?
- Objects in the sky: What roles do forces play in the patterns and stability of the Solar System?
- Lego Robotics: What is engineering? How can people work together to create better designs?

## **Social Studies**

Our primary objective is to develop the knowledge, skills, and civic values students need to become active and reflective citizens in the United States and world today. Skills include sequencing, critical thinking, making inferences, extracting main ideas and critical information, working in cooperative learning groups, inquiry-based learning and activities, reading for meaning, context clues, summarizing, oral presentations, utilizing graphic organizers and other thinking maps, and much more. Our units trace the critical events in the development and history of Florida, including Florida's waterways, Native Americans of Florida, Florida's famous explorers, Florida's land boom, Florida's animals, Florida's economy, and famous Floridians.

## **Spanish**

In third grade, the program is intended to develop listening comprehension and verbal skills in young children.

Students learn through:

- Active language learning which is meaningful and context-driven
- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

Students will be able to tell short stories using the vocabulary learned and as the year progresses their enhanced comprehension will allow them to add more details to their short stories. Students will also continue refining their pronunciation and knowledge in the language.

Students review previously learned vocabulary by writing descriptions of their homes, what they like to do, their family, meals, school life, etc. This introduces sentence structure, modifying nouns and gender agreement.



## Art

The third grade Visual Arts program is based around a framework that allows students to investigate, create, and critique artwork in meaningful ways. The program is designed in a way that allows students to gain enduring understandings that are transferable to other disciplines and areas of their lives.

Students learn how to assess their own work, as well as the work of others, by using problem solving and decision-making skills. As part of the program, students are introduced to a variety of skills, techniques and processes, allowing them to strengthen their ability to remember, process, and sequence information. Through practice with different media, art students learn to manage, master, and refine simple and then more complex skills and techniques. The program provides a balance between guided instruction, where students learn to master a skill, and independent practice, where students apply new skills and techniques in creative ways and learn to become innovative thinkers.

As part of the appreciation of specific art forms and building respect for the creative process, it is important for students to understand the organizational structure of art. Specifically, the elements of art and principles of design are investigated to provide a foundation for creativity. By looking at the work of famous artists and artists from other cultures, students gain an understanding of how the Arts document historical and cultural trends and foster an appreciation for differences between our culture and other cultures. In alignment with the focus on technology and citizenship at the Community School of Naples, the Arts program allows students to learn about careers related to the Arts and employ the skills necessary for success as citizens, workers, and leaders and that positively impact local and global economies.

Big Ideas Covered in Third Grade Art include:

- Critical Thinking and Reflection
- Skills, Techniques, and Processes
- Organizational Structure
- Historical and Global Connections
- Innovation, Technology and the Future

With those ideas in mind, students learn about:

- Use of warm and cool colors
- Color mixing and color theory
- Use of Art related vocabulary (line, texture, space, color, shape, pattern, balance, value, form, unity, symbols, movement, unity, rhythm, movement, emphasis, depth, contrast, balance, negative space, positive space)
- Working as part of a team to collaborate on art projects
- Artists appreciation include: Picasso, Klee, Hundertwasser



## **Performing Arts**

Students in third grade will choose between chorus, band, and strings for their music course.

### **Chorus**

In Chorus we begin exploring choral singing. Each class begins with solidifying musical fundamentals with a theory and ear training lesson, followed by basic vocal technique exercises. We then move into learning and rehearsing our performance repertoire, reading from printed choral octavo as well as by rote. The class culminates with two end of semester performances. Chorus classes meet two times each week.

### **Strings**

Third grade string class is a second year class for students wanting to continue to learn violin, viola, or cello. Students continue with reinforcement of the basic positions, read more advanced music, harder rhythms and ear training. Third grade beginners wanting to join this class are strongly urged to study privately and must commit to extra practicing at home to catch up to the class. The class performs twice a year at school for parents, family members, friends and for fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

### **Physical Education**

The physical education program provides a variety of learning experiences by offering an array of age-appropriate activities. The goal of the Physical Education program is to help each student reach his or her optimal physical, mental, emotional, and social development.

Proficiency in movement skills is developed through a variety of activities in which the emphasis is on experimentation, discovery, practice, and decision-making about enjoyable activities. Physical activity will provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. As a result of active participation, students will begin to actively pursue lifelong physical activities that meet their needs. Emphasis is placed on having a positive experience.

Third grade students begin to apply the basic skills acquired in previous years to game-like situations. They learn the etiquette of participation and learn to resolve conflicts during games and sports in acceptable ways. Students begin to participate in athletic challenges, such as the mile run and other physical fitness tests.

### **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

In third grade the students will learn:

**Basic Computer Literacy Skills:** review key computer hardware and peripherals, learn the proper use of the mouse, learn appropriate use of the computer and lab equipment, navigate within the operating system environment to locate programs, open, exit, and maximize the size of programs as they appear on the screen, open and save a file, print a file from within a program, work with two programs simultaneously.



**Keyboarding Skills:** learn, identify and properly use the major function keys of the computer including the space bar, enter key, backspace key, control (ctrl) key, alternate (alt) key, delete (del) key, and shift keys, learn proper keystrokes, utilize proper touch- typing techniques, use proper finger positioning and techniques that coincide with touch-typing.

**Word Processing:** learn about the blinking cursor and how to move within the body of a document o type text into a document, utilize the backspace and delete keys to correct text errors, highlight text using the mouse, format text including: font sizes, font style, bold, underline, and italics o learn about grammar and spelling error prompts, learn new formatting skills such as changing font color and font alignment, select a word by double-clicking on it rather than highlighting, right-click spelling correction, learn keyboard keys tab and Caps Lock.

**Creativity Programs:** use programs to create and present their learning including iPad apps, iMovie, PowerPoint, and Keynote.

**Telecommunications:** use the school e-mail programs, e-mail and Internet safety including:

- Understand viruses and opening e-mail from unknown individuals
- Comprehend the concept of “inappropriate” e-mail
- Learn procedures for handling pop-up windows

**Internet Research:** learn appropriate Internet usage, comprehend the layout of a browser and focus on key areas such as the back button, address bar, home button, etc., conduct simple Internet searches, learn to nd images, locate, isolate, and save pictures use a search engine to find and collect information from the Internet.

The third grade **digital citizenship** curriculum is designed to teach students:

- The differences between personal and private information
- To be aware of the kind of information we share when registering on a website.
- How sharing private information online can lead to identity theft. To understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.
- To learn that the information they put online leaves a digital footprint or “trail.” is trail can be big or small, helpful or harmful, depending on how they manage it.
- That people sometimes act like bullies when they are online.
- To understand what cyberbullying means and what they can do when they encounter it.
- To understand that keyword searching is an electronic way to locate information on the internet. They learn how to select keywords to produce the best search results.
- Students discuss criteria for rating informational websites and apply them to an assigned site. Students learn that all websites are not equally good sources of information.
- How using precise keywords help us and what we are looking for on search engines.
- The way search engines, like Google and Yahoo, work to give us a results page.
- How using more keywords can help narrow a search
- What plagiarism is, both offline and online.
- How providing a citation is one way to give credit and show respect for the ideas of others.
- The difference between using a direct quote in our research vs. putting someone else’s ideas in our own words - and why we need to give credit either way.
- The components of a MLA style citation

# Fourth Grade Curriculum

## **Language Arts**

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading, writing, vocabulary, and grammar.

### **Reading**

The approach to reading instruction enables children to build and hone skills they need to succeed in becoming independent readers. Explicit reading strategies are taught in a mini-lesson format, followed by both small group and individual instruction. Each child is assessed individually in order to determine his/her instructional reading level at multiple times throughout the year to provide continued differentiated instruction. Genre libraries are organized in each classroom, and children choose texts to gain stamina both at home and school.

In the fourth grade reading, students work independently, in book clubs, and in small groups to build stamina, discuss reading, and understand a variety of texts.

- Students learn to understand, interpret, and analyze a range of written texts, both fiction and non-fiction.
- Students learn to use explicit information to identify the main idea or primary purpose of a text or part of a text as well as explicit details from a passage to understand it fully on a literal level.
- Students learn how to use implicit information from a passage to make inferences about the moods and motivations of characters— in order to understand their shifts and developments over the course of the book. They learn also to make inferences about events, understanding their importance and meaning within the context of the book.
- Students learn how to determine whether information consists of fact or opinion. Within fiction, they will learn whether or not a narrator is trustworthy.

- Students recognize cause-and-effect relationships among elements in a text.
- Students categorize and combine the layers of implicit information to make predictions, draw conclusions, and/or formulate hypotheses.
- Students will employ comprehension strategies to interpret, analyze, and evaluate what they have read.
- Students will discuss texts well, demonstrating their understanding and growing each other's ideas.

### **Read Aloud**

Fourth grade teachers have a firm commitment to the value of reading aloud to students. Our goal is to use novels, above grade level, to broaden the scope of understanding. Reading aloud helps students build background knowledge, increase vocabulary, make more meaningful connections to thoughts and ideas as well as associate reading with pleasure.

“Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students” (Albright and Ariail). Not only does reading aloud have benefits educationally, but also emotionally. Through a character's fictional or real-life experiences, students learn strategies for dealing with social situations and conflicts; this can only increase their self-confidence. “Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail).” Most importantly, reading aloud gives students fond memories of their experiences, and creates a greater love for the written word.



## **Art and Literacy**

Art engages children's senses in open-ended play and develops cognitive, social-emotional and multi-sensory skills. Meaningful art experiences provide children with authentic self-expression- the freedom of choice, thought, and feeling. Brain researchers tell us that children retain much better when hands-on activities go along with the learning. Art provides pre-writing experiences when the children can touch, talk, and move. Using art to teach comprehension strategies allows children to use multiple modalities to learn and most importantly, apply these strategies in a text-free environment before applying the strategies to text. Art teaches these literacy concepts: self-expression (great for planning in writing), narrative story development, spatial relations, visual literacy, and strong book knowledge with true appreciation.

## **Writing**

In the fourth-grade, students continue to grow their understanding of the writing process. Writing students learn immersion, collecting, choosing, developing, revising, editing and publishing techniques. Sentence technique and paragraph construction are at the core of the curriculum with students writing through a range of genres. An essential part of the writing curriculum is proper grammar usage and sentence structure.

Grammar and sentence development are a part of the writing process. Students will have direct teaching in this area. It is expected that these skills will be developed and used within a piece of writing.

Students learn to:

- Recognize the role of the audience and can determine the information included, style, and tone for a piece
- Make decisions regarding how to plan their piece of writing in order to get their meaning across. Students learn to employ literary language and various literary devices where appropriate.
- Select accurate word choices to convey meaning and emotion.
- Construct well-crafted sentences that display rhetorical precision.

## **Vocabulary**

The hallmark of successful reading and writing students lies in the development of vocabulary. Reading with understanding and writing with precision requires an extensive word knowledge. Students will begin to learn Greek and Latin affixes which will allow them to move forward in their understanding. Word Masters is a nationwide vocabulary competition for Grades 3 – 8. This competition is based on understanding and completing analogical relationships. The early introduction of this higher-level skill will benefit students, and assist with an understanding of the many facets of a word.



## **Mathematics**

The fourth-grade mathematics program focuses on three components of mathematics: comprehension, computation, and application. It is the final year of basic arithmetic where children should show mastery of their computational skills in anticipation of fifth grade pre-algebra, where effortless application of these operational skills is necessary. Students are given the opportunity to solidify their computational skills using the standard algorithms with speed and accuracy, while also focusing on deepening their comprehension. They utilize both components in order to apply their knowledge and skills to solve real math problems within a variety of different situations. Students apply the four operations to whole numbers and decimals, while deepening their understanding of fractions. Also, the students explore concepts related to place value, data analysis, geometry, measurement, order of operations, and pre-algebra. A variety of other quality resources are used to reinforce skills, enhance their depth of knowledge, and help develop a solid foundation for future learning. Fourth grade is an important year for students to solidify their skills and confidence as they develop a love and understanding of mathematics. It is a time to embrace different ways to learn, work cooperatively with their peers, and prepare for the next level of mathematics.

Mathematical skills taught in Fourth Grade will include:

### **Number Sense and Operations with Whole Numbers:**

- Use place value, including how to read, write, round, order, and compare whole numbers to the hundred-billions place
- Write numbers in standard, expanded, and word form
- Use models to represent, order, compare, and perform whole number operations
- Add, subtract, multiply, and divide multi-digit numbers using the standard algorithm

- Know the language of addition, subtraction, multiplication, and division, and understand the relationship between the operations
- Use estimation to solve problems that includes all four operations
- Understand the properties of addition and multiplication including the identity, commutative, associative, distributive and zero property
- Solve single and multi-step story problems
- Determine key vocabulary words and concepts, check for reasonableness, and identify relevant and irrelevant information with problems

### **Number Sense and Operations with Fractions and Decimals:**

- Use models and number lines to identify, compare and represent the order of fractions and decimals
- Recognize the relationship between fractions and decimals
- Add and subtract decimals to the thousandths place
- Multiply and divide decimals
- Convert between mixed numbers and improper fractions
- Add, subtract, multiply, and divide fractions and mixed numbers with like and unlike denominators
- Solve real-life problems involving fractions and decimals

### **Geometry and Spatial Sense:**

- Use basic geometric language to describe and name shapes and solids
- Understand the basic properties of figures, including closure, number of sides, faces, vertices, and angles
- Characterize lines as intersecting, perpendicular, or parallel
- Identify relationships between figures and images under transformations including translation, reflection, and rotation
- Identify lines of symmetry and the effects of combining, subdividing, and changing basic shapes
- Identify congruent and similar figures
- Use formulas to find perimeter, area, and volume on singular and compound shapes
- Graph and identify ordered pairs on a coordinate plane

**Measurement:**

- Know the approximate size of customary and metric units to measure length, weight, and capacity
- Convert measurements within the same system
- Measure the perimeter and area of regular and irregular polygons
- Solve real-life problems involving coins, elapsed time, weight and distance

**Data Analysis, Statistics, and Probability:**

- Read and interpret various types of tables, including frequency tables, stem and leaf plots, and line plots
- Read and interpret graphs, including single and double bar and line graphs, circle graphs, pictographs, and Venn Diagrams
- Calculate mean, median, mode, and range from a given set of data
- Find probability of simple events

**Patterns, Functions, and Pre-Algebra:**

- Use order of operations to solve simple expressions
- Solve one and two-step algebraic equations including all four operations

**Social Studies**

The fourth grade social studies curriculum is designed to help students master geographic, historic, and civic knowledge and functions to instill in the students historical perspective.

Among the important skills student will acquire are:

- A thorough understanding and application of map skills, and reading charts and graphs for geographical understanding
- Developing note taking abilities, and using information and research for written assignments (reports, projects, and use of technological apps)
- Developing a geographic vocabulary along with a geographic awareness, and accounting for the diversity of places
- Developing a historical vocabulary along with a historical awareness, and accounting for the timeline of events and knowing their impact on the flow of history
- Acquiring a proficiency in research and use of primary sources for reports and written presentations
- Public speaking and oral presentations, and using fact-based arguments in debate-style simulations
- Responsibility and time management throughout all facets of learning



The fourth grade curriculum centers on United States geography, with an emphasis on the diversity of the physical places in the country. The subject begins by understanding an overall picture of the country, by using map-skills to familiarize the students with the country's unique regions. Following an overview of the regions, with an emphasis on the states and capitals, landforms, waterways, and important historical events, an in-depth, project-based analysis of the regions is presented. The ongoing question, exploring what makes the United States unique and diverse, forms the essential theme of each part of the course.

### **Science**

The fourth grade science program develops an understanding of scientific methods and processes. It involves a variety of labs, activities, and learning experiences that provide personal engagement in the dynamics of learning and the excitement of self-discovery, which exposes students to the interrelationships in the world around them. Students are exposed to concerns that confront humans daily through current events. This participatory approach is used to create knowledge and to enhance students' appreciation for the laws and principles that guide our existence. Concepts are taught collaboratively. Students are given challenges in STEM related to real world problems that are solved by teams using the engineering design process. Innovation class occurs weekly in the innovation lab and allow students the chance to introduce new ideas, devices, or methods to help solve problems in a multidisciplinary setting. is combination of knowledge and discovery skills will help our students relate to current school, city, state, and world issues.

Topic covered in fourth grade include:

- Properties of water: What makes water so special?
- Electricity and Magnetism: What are properties of electricity and magnetism?
- Plants and animals in the environment: What roles do plants and animals play in their environment?
- Weather: Interactions of land, air, and water: How do natural events affect our world?

### **Foreign Language**

Mandarin in fourth and fifth grade is an optional language class that takes place during study hall twice a week. The introductory program focuses on building foundational language skills and cultural awareness. Students are introduced to basic Mandarin vocabulary, phrases, and characters through interactive activities such as songs, games, and storytelling. The program emphasizes listening and speaking skills, allowing students to practice pronunciation and simple conversations. Cultural components, including Chinese festivals, traditions, and daily life, are integrated into lessons to provide a comprehensive understanding of the language's context. The goal is to foster enthusiasm for language learning and cultural appreciation.

The Spanish program is intended to develop listening comprehension and verbal skills in young children.

Students learn:

- Appealing stories rich in comprehensible input which is easy to internalize
- Multiple opportunities to prove comprehension and to feel successful
- Long-term retention of language

Students will be able to tell short stories using the vocabulary learned and as the year progresses their enhanced comprehension will allow them to can add more details to their short stories. Students will also continue refining their pronunciation and knowledge in the language.

Students review previously learned vocabulary by writing descriptions of their homes, what they like to do, their family, meals, school life, etc. In fourth grade sentence structure, modifying nouns and gender agreement is emphasized.



## Art

Fourth Grade Artists explore a wide range of projects carefully selected for students to not only explore and experiment with the Elements and Principles of Art, but also to apply learning from core subjects for deeper understanding and relevance. Origami, Cloud studies and Under the Sea watercolors, are just a few of the many opportunities for students to further their learning in a creative application.

Students pursue longer term projects with materials that are more involving (such as Paper Maché, clay, etc.) and with more complexity (such as iPad illustrations and stop motion videos).

From basic fundamental concepts of drawing, to assemblage art made from found objects, the variety of projects emphasize the wide range of application of a consistent group of art concepts. Learning about the lives and times of individual artists and art groups brings to life the circumstances from which the art or art movement came about. Participation in group projects and critiques provides experience in life skills of interaction, increasingly required in the 21st century.

At this level, students are encouraged to explore and experiment with new materials with an emphasis on creative thinking. Students are responsible for photographing, uploading and maintaining their on-line portfolios which travel with them throughout their CSN experience.



The students learn about:

- Observational drawing techniques
  - One Point Perspective Drawing
  - Positive and Negative Shapes
  - Symmetry
  - Longer term projects
  - Exploration of a wide variety of materials including Paper Maché, watercolor, printmaking and animation and Sketchbook Express® on the iPad.
  - Artists appreciation and inspiration include: Da Vinci, Van Gogh, Gauguin, Georgia O'Keefe
- Performing Arts Electives (Chorus/ Musical theater, Strings, and Concert Band)

Students in fourth grade will choose to participate in at least one performing arts elective.

## Chorus/Musical Theater

This course encompasses many fronts, including acting, singing, and piano study. Students participate in the musical productions as well as in “piano challenges”--an in-class performance for their peers, and twice annually for the parents.

The fourth grade students are progressing from Lower School chorus to perform more advanced singing and musicianship skills. Each class begins with a short theory and ear training exercise, followed by a group warm-up that explains and fosters the practice of solid vocal technique. The students then begin their performance rehearsal, with repertoire pulled from a wide variety of genres, which often includes staging and light choreography. Their final grade is determined by their participation in each end-of-semester performance and any additional performances. This course continues the emphasis on vocal development. Students develop their music and performance skills with increased participation in liturgical services and assemblies. They advance their choral singing techniques by learning songs in two-to-three part harmony, as well as in other languages.

### **Concert Band**

We are excited to offer our students the opportunity to explore brass and woodwind instruments. Students will have instrument lessons twice per week and participate in a concert band (all instruments together) later in the semester. Basic music theory and individual instrument techniques will be featured in class, as well as playing fun and exciting music in an ensemble setting including multiple parts. Grades will be determined based on classroom participation and two end of semester performances.

### **Strings**

Fourth and Fifth grade string classes at CSN are for third and fourth year string students on violin, viola, cello and if a student has interest, upright bass. The strongest students from these classes combine to form the Community School of Naples fourth and fifth grade orchestra. Fourth and Fifth grade beginners wanting to join this class must study privately and must commit to extra practicing at home to catch up to these classes. These classes will play advanced music, read difficult rhythms, are introduced to new keys, playing positions and more complicated ear training. The orchestra performs twice a year at school for parents, family members, friends, and for fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

### **Physical Education**

The fourth grade physical education program expands on skills learned throughout the Lower School years and applies them towards new games, lifetime activities, and sports preparation and development. All students acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity.

Fourth grade students begin to demonstrate competency in movement patterns and proficiency in several specialized movement forms. Basic skills such as jumping rope, catching and throwing mastered in Lower School can now be used in game-like situations and lifetime activities. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways. Students can also match different types of physical activities to health-related fitness components. All Intermediate students are administered “The President’s Challenge on Physical Fitness Test.”

### **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

The fourth grade technology curriculum is designed to increase knowledge and comfort with devices and software. Students are encouraged to use computers and iPads for projects relating units across all subjects.



Fourth Grade students will learn:

**Basic Computer Literacy:** saving files to the appropriate network or drive rather than on the hard drive of the computer, understanding program specific terminology, inserting and locating files from the directory saving them to a USB/Flash drive.

**Keyboarding:** understanding the layout, navigation, and use of the typing program to understand the process for viewing key proficiency.

**Word Processing:** increasing and decreasing the view/zoom of a document, learning print preview, modifying the size of an inserted image using the image handles, learning text and image relocation on the document, formatting a text box and adjusting background colors, borders, etc., formatting line spacing, formatting page setup, using the spelling and grammar check accessed through the tool menu, creating headers and footers, using the copy and paste functions

**Creativity programs:** inserting images from file and clip art, moving images within the work area, creating and formatting text boxes, using the Text tool to create text on images, using the Crop tool

**Presentation Software:** creating presentations using PowerPoint, Keynote and iMovie, using apps on the ipad to create presentations.

**Telecommunications:** appropriate e-mail use, including using appropriate electronic conduct when using electronic e-mails

**Internet Research:** using internet searches appropriately

The fourth grade **digital citizenship** curriculum is designed to teach students:

- To only share our passwords with parents and teachers.
- The unfortunate things that can happen when others know our password
- The dos and don'ts of creating strong passwords.
- The importance of creating strong passwords without using private information.
- How spam messages are often sent to us because a company is trying to sell us something, trick us into giving them private information, or even to harm with computer viruses.
- To never opening an email message from someone we don't know.
- How spam messages are often sent to us because a company is trying to sell us something, trick us into giving them private information, or even to harm with computer viruses.
- To never opening an email message from someone we don't know.
- Tips for handling spam messages: don't open the message, never click on the included links, do not reply, and tell a trusted adult if you are feeling unsure.
- The importance of including a bibliography with citations for all types of research projects and writing.
- Components of an MLA style citation.
- The differences between citing an online newspaper/magazine article and professional websites using MLA style.

# Fifth Grade Curriculum

## Language Arts

The language arts program utilizes a balanced approach to literacy. Within the language arts block are the components of reading workshop, writing workshop, vocabulary, and grammar.

## Reading

Our approach to reading instruction enables children to build and hone skills they need to succeed in becoming independent readers. Explicit reading strategies are taught in a mini-lesson format, followed by both small group and individual instruction. We assess each child individually in order to determine his/her instructional reading level at multiple times throughout the year to provide continued differentiated instruction. Genre libraries are organized in each classroom, and children choose texts to gain stamina both at home and at school.

In the fifth grade, students work independently, in book clubs, and in small groups to build stamina, discuss reading, and understand a variety of texts.

- Students learn to understand, interpret, and analyze a range of written texts, both fiction and non-fiction.
- Students learn to use explicit information to identify the main idea or primary purpose of a text or part of a text as well as explicit details from a passage to understand it fully on a literal level.
- Students learn how to use implicit information from a passage to make inferences about the moods and motivations of characters in order to understand their shifts and developments over the course of the book. They also learn to make inferences about events, understanding their importance and meaning within the context of the book.
- Students will learn how to determine whether information consists of fact or opinion. Within fiction, they will learn whether or not a narrator is trustworthy.
- Students recognize cause-and-effect relationships among elements in a text.
- Students categorize and combine the layers of implicit information to make predictions, draw conclusions, and/or formulate hypotheses.
- Students will employ comprehension strategies to interpret, analyze, and evaluate what they have read.
- Students will be able to discuss texts well, demonstrating understanding, and growing each other's ideas.





## **Read Aloud**

Fifth grade teachers have a firm commitment to the value of reading aloud. Our goal is to use novels, above grade level, to “broaden the scope” of understanding. Reading aloud helps students build background knowledge, increase vocabulary, and make more meaningful connections to thoughts and ideas (Bank Street College of Education). Research indicates that motivation, interest, and engagement are often advanced when teachers read aloud to students (Albright and Ariail). Not only does reading aloud have benefits educationally, but also emotionally. Through a character’s fictional or real-life experiences, students learn strategies for dealing with social situations and conflicts; this can only increase their self-confidence. Most importantly, reading aloud gives students fond memories of their experiences, and creates a greater love for the written word.

## **Art and Literacy**

Art engages children’s senses in open-ended play and develops cognitive, social-emotional and multi-sensory skills. Meaningful art experiences provide children with authentic self-expression, the freedom of choice, thought, and feeling. Brain researchers tell us that children retain much better when hands-on activities go along with the learning. Art provides pre-writing experiences when the children can touch, talk, and move. Using art to teach comprehension strategies allows children to use multiple modalities to learn and most importantly, apply these strategies in a text-free environment before applying the strategies to text. Art teaches: self-expression (great for planning in writing), narrative story development, spatial relations, visual literacy, and strong book knowledge with true appreciation. It seems like a “no-brainer” to use art to teach literacy strategies.

## **Writing**

In the fifth grade writing curriculum, students continue to grow their understanding of the writing process. Using the 6+1 traits, writing students learn immersion, collecting, choosing, developing, revising, editing and publishing techniques. Sentence technique and paragraph construction are at the core of the curriculum with students writing through a range of genres. An essential part of the writing curriculum is proper grammar usage and sentence structure.

Grammar and sentence development are a part of the writing process. Students will have direct teaching and are expected to apply these skills when developing a piece of writing. Students begin to develop a growing understanding of writing and the writing process. Using works of art, and art activities, students learn how art and writing are rmly linked. With this knowledge, students gain a deeper understanding of process writing and the importance of each step in the process.

Students will learn to:

- Recognize the role of the audience, and can determine the information included, style, and tone for a piece.
- Make decisions regarding how to plan their piece of writing in order to get their meaning across.
- Employ literary language and various literary devices where appropriate.
- Select accurate word choices to convey meaning and emotion.
- Construct well-crafted sentences that display rhetorical precision.

## **Vocabulary**

The hallmark of successful reading and writing students lies in the development of vocabulary. Reading with understanding and writing with precision requires an extensive word knowledge. Students will begin to learn Greek and Latin affixes which will allow for a smooth transition for middle school. WordMasters is a nationwide vocabulary competition for Grades 3 – 8. This competition is based on understanding and completing analogical relationships. The early introduction of this higher-level skill will benefit students, and assist with an understanding of the many facets of a word.

## **Mathematics**

The fifth-grade curriculum is a transition from the arithmetic-based curriculum of fourth grade to the algebra that is developed in middle school. The course reinforces the comprehension, computation, and application skills necessary for a solid foundation in mathematics while also exposing students to algebraic concepts and developing their abstract reasoning skills. Word problems are incorporated throughout the course of the year to support and strengthen students in applying their knowledge. In fifth grade, students extend their computational skills with whole numbers, decimals, and fractions to include operations with integers, exponents and rational numbers. They are also introduced to the concepts of ratio, proportion, and percent, as well as the language of algebra used to write and solve expressions and equations. In addition, students will further develop their knowledge of concepts in geometry, measurement, probability, and statistics.

### **Mathematical skills taught in Fifth Grade will include:**

#### **Number Sense and Operations with Whole Numbers:**

- Use place value, including how to read, write, and compare whole numbers to the hundred-trillions place
- Write numbers in standard, expanded, and word form
- Know the language of addition, subtraction, multiplication, and division, and understand the relationship between the operations
- Use estimation to solve problems including all four operations
- Understand the properties of addition and multiplication including the identity, inverse, commutative, associative, distributive and zero property of multiplication
- Express very large and very small numbers using expanded and scientific notation
- Solve single and multi-step real-life problems involving number operations
- Determine key vocabulary words and concepts, check for reasonableness and identify relevant and irrelevant information with problems

#### **Number Sense and Operations with Integers:**

- Order, compare, and graph integers with and without a number line
- Solve mathematical operations of addition, subtraction, multiplication, and division with integers
- Solve numeric expressions with integers using order of operations
- Solve real-life problems involving integers

#### **Number Sense and Operations with Fractions and Decimals:**

- Use place value, including how to read, write, and compare decimals to the ten-thousandths place
- Use models and number lines to identify, compare and represent the order of fractions and decimals
- Recognize the relationship between fractions and decimals
- Add, subtract, multiply, and divide fractions and mixed numbers with like and unlike denominators
- Convert between mixed numbers and improper fractions
- Solve real-life problems involving fractions and decimals

#### **Number Sense and Operations with Ratios, Proportions, and Percent:**

- Write ratios in three different ways
- Find Unit Rate
- Solve Problems involving ratios and rate with proportional reasoning
- Understand the meaning of percent
- Discover the relationship between fractions, decimals, and percentages
- Convert between fractions, decimals, and percent
- Perform calculations with percentages
- Apply concepts learned to real life applications such as interest, discounts, taxes, tips, and sale prices

#### **Geometry and Spatial Sense:**

- Identify congruent and similar figures
- Use proportions to find the missing side of similar figures
- Use formulas to find perimeter, area, and volume on singular and compound shapes
- Identify and define parts of a circle
- Use formulas to find the circumference and area of a circle and semi-circle
- Graph and identify ordered pairs on a four-quadrant plane
- Identify the quadrant for a given ordered pair

#### **Measurement:**

- Convert measurements within the same system, customary and metric
- Simplify ratios with measurement

#### **Data Analysis, Statistics, and Probability:**

- Read and interpret various types of tables, including tally charts and line plots, and simple graphs, including bar, line, circle, and pictographs
- Calculate mean, median, mode, and range from a given set of data
- Find probability of simple and compound events including independent and dependent events

#### **Patterns, Functions, and Pre-Algebra:**

- Use order of operations to solve numeric expressions
- Solve single and multi-step algebraic equations including all four operations
- Read, write, and solve algebraic expressions and equations
- Convert between word phrases and algebraic expressions or equations

## **Social Studies**

The fifth grade social studies curriculum is designed to help students master geographic, historic, and civic knowledge and functions to instill in the students historical perspective, readying them for advanced study in middle school years.

- Among the important skills student will acquire are:
- A thorough understanding and application of map skills, and reading charts and graphs for geographical understanding
- Developing note taking abilities, and using information and research for written assignments (reports, projects, and use of technological apps)
- Developing a geographic vocabulary along with a geographic awareness, and accounting for the diversity of places
- Develop a historical vocabulary along with a historical awareness, and accounting for the timeline of events, and knowing their impact on the flow of history
- Acquire a proficiency in research and the use of primary sources for reports and written presentations
- Public speaking and oral presentations and using fact-based arguments in debate-style simulations
- Responsibility and time management throughout all facets of learning
- Collaborate in and out of class with civically minded students

## **Science**

The fifth grade science program develops an understanding of scientific methods and processes. It involves a variety of labs, activities, and learning experiences that provide personal engagement in the dynamics of learning and the excitement of self-discovery that exposes students to the interrelationships in the world around them. Students are exposed to concerns that confront humans daily through current events. This participatory approach is used to create knowledge and to enhance students' appreciation for the laws and principles that guide our existence. Concepts are not independently taught but are intertwined and multidisciplinary, providing students with a multitude of opportunities to become involved in science. Students are given challenges in STEM related to real world problems that are solved by teams using the engineering design process.

Innovation class occurs weekly in the innovation lab and allow students the chance to introduce new ideas, devices, or methods to help solve problems in a multidisciplinary setting. This combination of knowledge and discovery skills will help our students relate to current school, city, state, and world issues. This combination of knowledge and discovery skills will help our students to relate to current real-world issues.

Matter: Physical and Chemical Changes: What are some properties of 'matter'?

Mechanical Energy: What are some ways that energy can be changed from one form to another?

The Body System: How do organs carry out life functions?

Exploring Ecosystems: e Everglades: How are plants and animals in an ecosystem connected?

Health & Nutrition: How does nutrition and exercise affect on health?

## **Performing Arts Electives (Chorus/Musical Theater, Strings, and Concert Band)**

Students in fifth grade will choose to participate in at least one performing arts elective.

### **Chorus/Musical Theater**

This course encompasses many fronts, including acting, singing, and piano study. Students participate in the musical productions as well as in "piano challenges"--an in-class performance for their peers, and twice annually for the parents.

The fifth grade students are progressing from Lower School chorus to perform more advanced singing and musicianship skills. Each class begins with a short theory and ear training exercise, followed by a group warm-up that explains and fosters the practice of solid vocal technique. The students then begin their performance rehearsal, with repertoire pulled from a wide variety of genres, which often includes staging and light choreography. Their final grade is determined by their participation in each end-of-semester performance and any additional performances. This course continues the emphasis on vocal development. Students develop their music and performance skills with increased participation in liturgical services and assemblies. They advance their choral singing techniques by learning songs in two-to-three part harmony, as well as in other languages.

## **Concert Band**

We are excited to offer our students the opportunity to explore brass and woodwind instruments. Students will have instrument lessons twice per week and participate in a concert band (all instruments together) later in the semester. Basic music theory and individual instrument techniques will be featured in class, as well as playing fun and exciting music in an ensemble setting including multiple parts. Grades will be determined based on classroom participation and two end of semester performances.

## **Strings**

Fourth and Fifth grade string classes at CSN are for third and fourth year string students on violin, viola, cello and if a student has interest, upright bass. The strongest students from these classes combine to form the Community School of Naples fourth and fifth grade orchestra. Fourth and Fifth grade beginners wanting to join this class must study privately and must commit to extra practicing at home to catch up to these classes. These classes will play advanced music, read difficult rhythms, are introduced to new keys, playing positions and more complicated ear training. The orchestra performs twice a year at school for parents, family members, friends, and for fellow students. Students are required to rent or buy an instrument to take this class. Community School of Naples provides assistance and information for the rental process.

## **Art**

Fifth grade artists continue to explore a wide range of art projects carefully selected for students to not only explore and experiment with the Elements and Principles of Art, but also to apply learning from core subjects for deeper understanding and relevance. Scientific illustrations, Origami and cloud studies, are just a few of the many opportunities for students to further their learning in a creative application.

At this level, students are encouraged to explore and experiment with new materials with an emphasis on creative thinking. Students are responsible for photographing, uploading and maintaining their on-line portfolios that travel with them throughout their CSN experience.

Students will learn about and/or implement:

- One Point Perspective Drawing
- Drawing 3-D Shapes and Shading Techniques
- Radial Symmetry
- Exploration of a wide variety of materials including: acrylic painting, clay projects, printmaking, origami, Sketchbook Express® on the iPad
- Artists appreciation and inspiration include: Brunelleschi, Wayne Thiebaud, Picasso, Matisse

## **Foreign Language**

The focus of the Spanish course is to increase the students' Spanish proficiency and communicative competence in the four language skills of listening, speaking, reading, and writing. Students learn to request and provide basic information, express their feelings, and exchange opinions in Spanish. They are introduced to more complex written exercises that include scripting and performing their own skits. Small group work and dramatizations are encouraged to allow for a spontaneous and more personal use of the language. Class interactions are primarily conducted in Spanish in order to increase the use of the target language in meaningful situations. Additionally, the use of authentic video and audio material and interactive website expands the students' experience of the language. As children progress in Spanish, coursework is differentiated in order to meet varying levels and abilities.

Mandarin in fourth and fifth grade is an optional language class that takes place during study hall twice a week. The introductory program focuses on building foundational language skills and cultural awareness. Students are introduced to basic Mandarin vocabulary, phrases, and characters through interactive activities such as songs, games, and storytelling. The program emphasizes listening and speaking skills, allowing students to practice pronunciation and simple conversations. Cultural components, including Chinese festivals, traditions, and daily life, are integrated into lessons to provide a comprehensive understanding of the language's context. The goal is to foster enthusiasm for language learning and cultural appreciation.



## **Physical Education**

The fifth grade physical education program expands on skills learned in fifth grade throughout and continues to apply those skills to games, lifetime activities, and sports preparation and development. All students acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity.

Fifth grade students demonstrate competency in movement patterns and proficiency in several specialized movement forms. Basic skills such as jumping rope, catching and throwing are now used in game-like situations and lifetime activities. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways. Students can also match different types of physical activities to health-related fitness components. All Intermediate students are administered “The President’s Challenge on Physical Fitness Test”.

Fifth grade physical education also serves as a springboard for nearly 70% of the fifth grade students who will participate on an interscholastic team as sixth graders.

## **Technology**

Before students actually lay hands on technology in Lower School, they must receive age-appropriate training in safe technology use. Such instruction, accompanied by teacher oversight, is dynamic and continuous throughout the year.

The CSN BYOD program is for academic use only. For the safety of all, students should not use their device during the school day to text or communicate with others. The school knows that parents would want to be aware if their child is using technology inappropriately, therefore, if a student should violate this rule, their electronic device will be taken and sent to the office for the parent to retrieve after school.

Fifth grade students will learn:

- **Basic Computer Literacy:** saving files to the appropriate network or drive rather than on the hard drive of the computer, understanding program specific terminology, inserting and locating files from the directory saving them to a USB/Flash drive
- **Keyboarding:** understanding the layout, navigation, and use of the typing program to understand the process for viewing key proficiency.
- **Word Processing:** increasing and decreasing the view/zoom of a document, learning print preview, modifying the size of an inserted image using the image handles, learning text and image relocation on the document, formatting a text box and adjusting background colors, borders, etc., formatting line spacing, formatting page setup, using the spelling and grammar check accessed through the tool menu, creating headers and footers, using the copy and paste functions
- **Creativity programs:** inserting images from file and clip art, moving images within the work area, creating and formatting text boxes, using the Text tool to create text on images, using the Crop tools
- **Presentation Software:** creating presentations using PowerPoint, Keynote and iMovie, using apps on the iPad to create presentations.
- **Telecommunications:** appropriate e-mail use, including using appropriate electronic conduct when using electronic e-mail
- **Internet:** using internet searches appropriately
- **School Portal:** using the school portal to access homework and other information

The fifth grade digital citizenship curriculum is designed to teach students:

- To stay in control of the personal and private information we share with others, both offline and online.
- How websites meant for kids under 13 must comply with the Children’s Online Privacy Protection Act (COPPA), and the ways in which websites for those older than 13 may use our private information.
- How to determine if a website is “safe” to share information by learning how to identify their privacy policy and seal of approvals.
- The differences and similarities between in-person and online bullying.
- The importance of empathizing with the targets of cyberbullying
- Ways of dealing with and stopping cyberbullying, whether we are the target, a bystander, or a participant.
- The differences between “knowing” an Internet friend and an in- person friend.
- To not sharing private information that could give away our identity to Internet friends.
- What to do when an Internet friend makes us feel uncomfortable.
- To ask our parents for permission before talking to Internet friends, and NEVER meeting an Internet friend without taking a parent or guardian with us.
- The importance of including a bibliography with citations for file types of research projects and writing.
- Components of an MLA style citation.
- The differences between citing an online newspaper/magazine article and professional websites using MLA style.

